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ABSTRACT

This manual, developed for use in community-based rehabilitation programs in developing countries, describes how rehabilitation can be carried out at home and in the community. The manual consists of 4 guides and 30 training packages. The guide for local supervisors and the guide for the community rehabilitation committee explain how each can work to develop a community based rehabilitation program. The guide for people with disabilities encourages such people in individual and collective rehabilitation efforts. The guide for schoolteachers, intended for teachers who have not received formal special education training, helps teachers integrate children with disabilities into classes with non-disabled children. The training packages written for family members relate to seven types of disability described as: seeing difficulty, hearing and speaking difficulty, moving difficulty, feeling difficulty, strange behavior, fits, and learning difficulty. There are six general training packages on the following topics: breast feeding a baby who has a disability; play activities for a child who has a disability; schooling; social activities; household activities; and job placement. (RM)

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Training in the community for people with disabilities

E. Helander, P. Mendis, G. Nelson, and A. Goerdt

EC232491

World Health Organization
Geneva

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By means of direct technical cooperation with its Member States, and by stimulating such cooperation among them, WHO promotes the development of comprehensive health services, the prevention and control of diseases, the improvement of environmental conditions, the development of health manpower, the coordination and development of biomedical and health service research, and the planning and implementation of health programmes.

These broad fields of endeavour encompass a wide variety of activities, such as developing systems of primary health care that reach the whole population of Member countries; promoting the health of mothers and children; combating malnutrition; controlling malaria and other communicable diseases, including tuberculosis and leprosy; having achieved the eradication of smallpox, promoting mass immunization against a number of other preventable diseases; improving mental health; providing safe water supplies; and training health personnel of all categories.

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Further information on many aspects of WHO's work is presented in the Organization's publications.

Training in the community for people with disabilities

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Introduction

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Foreword

Improving the quality of life of people with disabilities who live in developing countries is a difficult and challenging task. Many factors militate against such improvement; all too many people and, indeed, most authorities are inclined to believe that disability in the community is a minor problem. Services for people with disabilities are seen as expensive and with little to show for the effort and money expended. Rehabilitation itself tends to be viewed as a luxury that can be left for charitable institutions to handle. Health professionals too are inclined to be negative or even hostile towards changes in an established system of care that over many decades has slipped into a comfortable routine. Nor is there anything very dramatic or eye-catching about action aimed at improving the fate of the estimated 250-300 million people who suffer from disablement.

People with disabilities — often poor, dependent, and vulnerable — speak with a humble voice. They have no influence or power and carry no political weight. WHO estimates that no fewer than 98% of such people in developing countries are totally neglected.

The Member States of the World Health Organization decided more than ten years ago to include rehabilitation as an integral part of primary health care services. This is an indication of a sincere will to seek a solution to the problem of providing the resources needed for all people with disabilities.

This manual is the result of ten years of effort on the part of WHO, other UN agencies, governments and nongovernmental organizations to develop an effective modern technology for the provision of rehabilitation, based on services at the community level. This approach has already been tried out in a large number of countries, where it has been evaluated and adapted to the local situation.

It is my sincere hope that this manual will meet the needs of people with disabilities, and will help to bring services to them **now.**

Hiroshi Nakajima, M.D., Ph.D.
Director-General, World Health Organization

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The previous versions, printed in 1979, 1980 and 1983, have been used in about 60 countries and have been partly or entirely translated into about 30 languages. People with disabilities and workers of all categories, including community workers and experts in the field, have given their views and suggestions for improvements. Field-testing and evaluations were done between 1979 and 1987 and those involved provided the authors with invaluable advice. Thanks are due to all the people, too numerous to mention, who provided feedback on the manual.

On the basis of the many comments received, some parts of the manual have been changed extensively. The individuals named below carried out thorough reviews of the rehabilitation technology and illustrations in particular parts of the manual, and deserve special mention.

Seeing difficulties

Dr Lawrence Campbell and staff of Helen Keller International, New York, USA.

Hearing and speech difficulties

Ms Anne Hewitt, Croydon, England (formerly at City Lit Centre for the Deaf, London, England); Dr Eli Savanick, International Centre on Deafness, Gallaudet University, Washington, DC, USA; Dr Sheila L. Wirz and Ms Sandy Wingard, National Hospitals College of Speech Science, London, England.

Moving difficulties

Ms Sophie Levitt, Bath, England.

Feeling difficulty (leprosy)

Dr Srinivasan, Central Jalama Institute of Leprosy, Tajganj Agara, India; Ms Jean Watson, The Leprosy Mission International, London, England.

Strange behaviour

Dr Timothy Harding and Dr John Orley, Division of Mental Health, WHO, Geneva, Switzerland.

Learning difficulties

Professor Peter Mittler and staff of the Department of Special Education, University of Manchester, Manchester, England.

Play activities

Ms Dorothy Jeffree, Manchester, England.

Guide for schoolteachers

Ms Lena Saleh, UNESCO, Paris, France; Mr T. Jönsson, Lusaka, Zambia.

Guide for people with disabilities

Mr Joshua Malinga, Zimbabwe, and Mr Tambo Camara, Mauritania, Disabled People's International; Ms Joy S. Valdez and members of Negros Occidental Rehabilitation Foundation Inc., Bacolod City, Philippines.

Thanks are also due to Ms Jacqueline Bradshaw-Price for re-drawing most of the 2000 illustrations that she had prepared for the 1983 version of the manual.

The economic contribution made by the Swedish International Development Authority (SIDA) to the development of the manual, its printing and field-testing is acknowledged with special gratitude.

Gunnel Nelson devoted much effort and interest to the manual, preparing the drawings and much of the text for the previous versions. Sadly, she passed away before the present version was completed.

Contents of the manual and how you can use it

This manual has been prepared for people in the community who are planning, implementing or evaluating a community-based rehabilitation (CBR) programme. The manual will be most useful if it is translated into the language of the users. The drawings and the text should be adapted so that they fit the local culture and customs.

The manual consists of 34 modules: 4 guides and 30 training packages. Each module can be used individually and the guides and training packages given to the people for whom they were written.

The four guides are for members of the community who carry out special tasks for the CBR programme. They are:

Guide for Local Supervisors — this is for the community worker who implements the programme;

Guide for the Community Rehabilitation Committee — this is for the community committee that helps to manage the programme;

Guide for People with Disabilities — this describes what people with disabilities can do for themselves and for others in the community;

Guide for Schoolteachers — this will help teachers who have children with disabilities in their classes.

The training packages are for family members of people with different types of disabilities: seeing difficulties, hearing or speaking difficulties, moving difficulties, feeling difficulties, strange behaviour, fits, and learning difficulties. These packages provide information about the disabilities and about rehabilitation procedures that will help people with disabilities to do daily activities, such as eating, dressing, communicating, moving around, playing, going to school, and taking part in work and social activities. Family members can use these packages to train the disabled person to do these activities.

The individual training packages are listed below.

Training packages for family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

Training packages for family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the person to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

Training packages for family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and to sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff, or painful arms and legs

Training packages for family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

Training packages for family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself of herself

Training package for family members of people who have fits

21. Information about the disability and what you can do about it

Training packages for family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General training packages

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

Situation analysis

Incidence and prevalence of disability

A number of large surveys in industrialized countries have indicated a prevalence of disability of about 10% of the population. In developing countries, some 100 studies (surveys, censuses, etc.) have been made. It is difficult to compare the results of the various studies because different methods were used, but it appears reasonable to conclude that 7 - 10% of the population in developing countries is disabled, less than the estimate for the industrialized countries.

The incidence of some disabilities is higher in the developing countries than in the industrialized ones. However, in developing countries, people with disabilities have a shorter life span. The most important factors contributing to death are infectious diseases and diarrhoea. In some developing countries, most children who are born with a disability, or acquire one in early life, do not survive beyond the age of 20 years. Similarly, elderly people do not live long after they acquire a disability. As a consequence, the prevalence of disability in the developing countries is lower than in the industrialized ones.

As health services in developing countries improve, survival rates will increase. Although the incidence of disability can be expected to decrease, the prevalence will go up. When infant and child mortality rates diminish, and the proportion of elderly people in the population increases, we can expect the prevalence of disability to be around 10%.

Global needs for rehabilitation in developing countries

On the basis of field experience, it is estimated that 100-120 million people with disabilities in developing countries, or 2.5-3% of the population, could benefit from rehabilitation. The number is increasing. By the year 2000 we should expect some 130-150 million people in this group.

Rehabilitation services in the developing countries

Some developing countries have almost no rehabilitation services. In others, institution-based services serve very few people. Larger countries have more developed services which are usually institution-based, perhaps with outreach programmes. There are also examples of "passive services", where people with disabilities live in institutions, but do not have the opportunity to take part in an active rehabilitation programme.

It is estimated that, at present, no more than 2-3% of the people who could benefit from rehabilitation are receiving services, i.e. 2-3.6 million of the 100-120 million people who need services are actually receiving them.

Quality of life of people with disabilities

Mortality and morbidity rates among people with disabilities are much greater than those among the non-disabled. There is often a lack of concern in the society about environmental factors that cause or complicate disabilities.

People with disabilities often do not have the access to community services and opportunities available to other citizens, such as health services, schools and educational institutions, skills training programmes, vocational education programmes, and jobs.

Adults with disabilities generally have lower incomes than non-disabled adults. In some countries adult women with a visible disability may be abandoned by their husband and deprived of their children. The presence of one child with visible or stigmatizing disabilities in a family may have negative consequences for the marriage not only of the child with a disability, but also of the brothers and sisters.

Social segregation of people with disabilities is extremely widespread. It affects not only those with communicable diseases (e.g. leprosy), but also those with visible defects (e.g. persons missing an eye or a limb), and those with mental retardation, psychosis, or epilepsy. In many societies, people with disabilities are segregated because of deep-rooted fears and beliefs stemming from cultural and religious convictions. For example, a disability may be thought of as a divine punishment. Negative attitudes and discriminatory behaviour towards people with disabilities are the rule rather than the exception.

People with disabilities are very often excluded from any position of leadership in their community. They are seldom elected or appointed to any political office, and are in general excluded from planning and decision-making. This almost complete lack of representation in community affairs contributes to the neglect of their needs. Most people with disabilities have no say in their own welfare, and no influence on policies and services aimed at them.

Conclusion

The large gap between the services needed and those provided presents a dilemma. Many years ago it was common to think that if one had just a little patience, one would be able to train rehabilitation professionals, build facilities for rehabilitation centres and "catch up" with the problem using the institution-based approach. It took some time to realize that this is not necessarily an appropriate solution, and in any case is not possible in many areas for the following reasons:

- Developing countries are now, and will for a long time continue to be, short of trained rehabilitation personnel.
- Building, equipping, and maintaining facilities and employing staff are very costly, especially if one uses teams of professionals.

- The population in developing countries is growing at a very high rate
- When the exceedingly high death rate among children with disabilities is reduced, more children and adults with disabilities will survive, thus increasing the prevalence of disability.

In some countries it would take more than 100 years to "catch up" using the institution-based or outreach service approach.

Moreover, rehabilitation provided in institutions generally does not involve the communities in which the people with disabilities live. For rehabilitation to be successful, communities must recognize and accept that people with disabilities have the same rights as other human beings. This may require a significant change in attitude among the members of the community. It has been found that the most effective way of bringing about such a change in attitude is for members of the community themselves to take on the task of rehabilitation.

It is not possible to meet all needs with services at the community level. However, up to 70% of needs could be dealt with in the community. This would be a major improvement on the 2 – 3% of needs that are now met in many countries. The remaining needs must be met through referrals to district, provincial, and national levels. There should be adequate professional staff at those levels to deal with the problems that cannot be solved in the community.

Approaches to rehabilitation

To clarify the different approaches used, the following operational terms are proposed.

Institution-based rehabilitation. This term is taken to signify a situation where most or all services for rehabilitation are delivered in an institution or home for disabled people. Institutions may be general, such as a national centre for people with all types of disability, or specialized, such as a home for children with physical disabilities. Institutes may provide outpatient or inpatient services. Some provide long-term boarding.

Outreach services for rehabilitation. This term is used to characterize the situation when either: (a) professionals from an institution advise local authorities regarding environmental, social, vocational, and educational problems that can be dealt with locally in order to reduce handicapping conditions among people with disabilities; or (b) the institution decentralizes some professional services to the district or community level. In this case, services will increasingly, and as far as resources allow, be delivered locally, sometimes in the home of the person with a disability. There are variations of this type of approach. Mobile team services, camps, one-day clinics, etc. have been used in some places. This method of decentralizing professional services is costly. The professional travels to the community to give services, instead of requiring people with disabilities to come to the institution. The professional will be able to give services to fewer people than he or she would see in an institution. Also, the cost of transportation for the professional will have to be covered by the institution.

Community-based rehabilitation (CBR). This term is used for situations where resources for rehabilitation are available in the community. There is a large-scale transfer of knowledge about disabilities and of skills in rehabilitation to the people with disabilities, their families, and members of the community. There is also community involvement in the planning, decision-making, and evaluation of the programme. One might call this a democratization of rehabilitation.

CBR also includes referral services at district, provincial, and national levels. Rehabilitation personnel at these levels provide skilled assessments and rehabilitation plans for disabled people with complicated problems that cannot be solved at community level. These personnel also participate in the training and supervision of the personnel at all levels.

In order to provide the necessary services, CBR requires a coordinated, multisectoral approach. It demands close cooperation between all ministries involved with rehabilitation, and joint planning at regional, district and local levels.

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The "technology" of community-based rehabilitation

How this manual was written

The manual was developed in three phases.

Phase 1: Observing and recording "spontaneous technologies"

The first phase started with visits to 16 countries in Africa, Asia, and Latin America to meet people with disabilities. The aim of these field visits was to find out what knowledge people had about their own disabilities and what activities they had learned to do without formal rehabilitation programmes. Visits were made to urban areas, including slums in large cities, and to rural areas, including sites several days' travel away from a major city. In many communities we met people with disabilities, their families, and the local leaders and authorities.

Some findings were not encouraging. For most people with disabilities life appeared to be difficult. Many of the children were malnourished, poorly dressed, and suffered from a variety of diseases. Adolescents and the few disabled adults whom we met were often sitting at home with little or nothing to do. In some cases the initial condition had been complicated by contractures and sores. It was rare to find a person with a disability who had been to school or who was able to earn an income through means other than begging. The level of knowledge about disabilities was generally very low. Disabilities were often seen either as resulting from a medical event, such as immunization or fever, or as having a supernatural origin, such as evil spirits, breaking of taboos, or divine punishment. These findings showed the need for community-based activities to change attitudes and beliefs about disabilities and to promote the social integration of people with disabilities.

Some findings from the field visits were very encouraging. The level of rehabilitation of some people with disabilities was quite high. There were examples of adults with disabilities who had trained themselves, and of children with disabilities who had been trained by members of their family. None of these people had ever had access to rehabilitation specialists, or to commercially available equipment. Technical aids and appliances were made locally.

Following the discovery of many such instances, we recorded the successful "spontaneous technology" these people had used. We analysed what people had done and found common procedures in different countries. For example, a parent teaching a blind child independent mobility in Mexico used essentially the same technique as a parent teaching a blind child in Indonesia, Nigeria, or Sri Lanka.

For each disability a pattern of local, indigenous technologies could be identified – technologies born in the minds and hearts of ordinary people. Through love and common sense, people had overcome great odds and found solutions to their problems. In many cases the technologies were the same as those used in industrialized countries, where rehabilitation includes the spontaneous technologies of people with disabilities, knowledge of anatomy and physiology, and techniques developed by rehabilitation professionals.

The spontaneous technologies we observed were standardized and put into a system for delivery of rehabilitation services. Whenever there were gaps in our direct observations, we described an approach that had been used by people with disabilities in developed countries, and which would also be appropriate in developing countries.

The first version of this manual (1979) was based primarily on this spontaneous technology. We thought that if more people with disabilities and their families learned how others like them had achieved success, they would be able to do the same. This was our attempt to transfer knowledge and skills. We tried to describe in a simple way what had been done by others, and to show how many problems might be solved in a practical way. These descriptions were collected together in "training packages".

Phase 2: Facing realities in the field

During the second phase we followed up the results of field-testing in some 20 countries in Africa, America, and Asia. We listened carefully to disabled people, their family members, local supervisors, community leaders and the CBR managers. Specific studies were supported to evaluate the outcome of the CBR programmes. In most countries the reports indicated success among 70–80% of people with disabilities. Most of those enrolled in the CBR programme were children. Revisions based on field-tests were made in 1980 and, following a consultation with a larger group of field staff, a revised version was produced in 1983.

Phase 3: Developing a "consensus technology"

In the third phase we continued to follow the field programmes and to use the feedback from their evaluations. We also asked the advice of a large number of experts, such as physiotherapists, occupational therapists, speech therapists, special educators, and vocational trainers. Most of the experts were chosen because they had extensive experience in rehabilitation programmes in developing countries. The aim of this phase was to arrive at what we may call "consensus technology", or an approach combining spontaneous technologies with the technologies accepted by professionals in the field of rehabilitation.

The language and the drawings

This manual will be most useful if it is translated into the local language of the user. In some countries the people who will use the training packages may not be completely literate. Normally they get help from a child who is attending school, or from a relative or friend who can read. To facilitate the understanding of the text and its translation, great care has been taken to simplify the language. The following rules have been kept to in the English version:

- The number of different English words has been restricted to about 1800. The same word is always used for one particular meaning. For example, we always use "correct" to mean the opposite of wrong. We only use "right" to mean the opposite of "left".
- With a few exceptions, the words used appear in the list of the 2000 "basic" words in English.
- The sentences have been kept short. The average length of the sentences is 11 words. Fewer than 1% of the sentences are longer than 25 words.

There are approximately 2000 line drawings accompanying the text. The advantage with the type of line drawings used here is that they can easily be changed. Houses, dresses, faces, etc. can be re-drawn to reflect the local setting in which the manual is used. (There is a guide for those who need to undertake this change, available from: Rehabilitation, World Health Organization, 1211 Geneva 27, Switzerland.)

Adapting the manual

In adapting the manual to your local situation, you may also want to use technologies other than those described in the text. This may be because you want to include training for other types of disabilities, or because you want to use a technology with which you are familiar. You should then write your own text and make your own drawings. We suggest that, when you do this, you state for whom your information is meant (the user), indicate your educational objectives, and include an evaluation component, such as the one in the results section of the training packages.

The modules

The manual contains 34 modules, comprising 4 guides and 30 training packages, which are briefly described below.

Guide for local supervisors

We have "invented" the term "local supervisor" (LS) because it describes the role of the community rehabilitation worker, who supervises the people in the rehabilitation programme. This term has not, to our knowledge, been used anywhere else.

The local supervisor should preferably be a local person chosen by the community. He or she should have the confidence of the people and a thorough knowledge of their way of life. In some programmes the LS receives a salary or some compensation for the work; in others he or she is a volunteer. This depends on the policies of the country and the type of compensation given to the other community workers. It is conceivable that the tasks of the LS may be handled by more than one person, but specialization at this level should be avoided.

The guide can be used for the training of local supervisors, who will then use it in their work. The guide explains how to work with the community to develop a CBR programme, how to identify members of the community who have disabilities, how to choose training packages for those who will have training programmes, how to teach and supervise family members as trainers, and how to keep records.

Guide for the community rehabilitation committee

This is a guide for local leaders and community members who are interested in doing something for people with disabilities. The guide explains how a community committee can develop a CBR programme, and what role the committee can play in carrying out and evaluating the programme.

Guide for people with disabilities

This is a new guide which encourages people with disabilities in their efforts to rehabilitate themselves. It also includes a short, simple description of why and how people with disabilities can form an association. Such associations can play an important role in promoting and strengthening activities to prevent disabilities, to provide rehabilitation, and to obtain equal opportunities. People with disabilities should be involved in these activities, and one way to be involved is through an association devoted to their special interests.

However, some people may think that associations of people with disabilities are another form of segregation. It is important that members of associations of people with disabilities bear this in mind. They should avoid the temptation to keep away from others and to stay in the "comfortable company" of other people with disabilities. When there are no more political reasons to keep the associations, they should be dissolved and their members should participate with everybody else in "mainstream" associations, to further the cause of full participation.

Guide for schoolteachers

This guide is meant for teachers who have not received any formal training (in the teachers' college or afterwards) related to the needs of schoolchildren with disabilities. It will help teachers in local schools to integrate children with disabilities into classes with non-disabled children. The guide can be read by the teachers, individually, or be used in a local course for a group of teachers.

The guide should be seen as the first step in providing education for children with disabilities. Other steps should follow, such as the introduction of a course in special education at the teachers' colleges; the provision of specially trained "mobile" or "fixed" resource teachers; and later on, the provision of more specialized teachers for those with seeing, hearing, or learning difficulties.

About 90% of children with disabilities can be successfully integrated into normal schools. Regarding children who were born deaf, it has been shown in some programmes that schooling is only successful if a two-way communication is established. So the class teacher and at least some of the classmates need to learn how to communicate with the deaf child, for example, by sign language. Usually, special schooling facilities are needed only for the few children who have severe mental retardation or multiple disabilities.

The training packages

The training packages are for family members of people with disabilities. There are training packages for seven types of disability: seeing difficulty, hearing and speaking difficulty, moving difficulty, feeling difficulty, strange behaviour, fits, and learning difficulty.

There are three categories of training package:

(1) Information packages are meant to transfer knowledge about the disability to people with the disability and their family members.

(2) Prevention packages are to be used to prevent disabilities from becoming worse.

(3) Packages that describe training procedures are meant to transfer skills for rehabilitation to the family member who trains the person with a disability to do more activities.

Most of the training packages are for one type of disability. Six packages deal with activities relevant to children or adults with any type of disability: breast-feeding, play activities, schooling, social activities, household activities, and finding a job.

For general activities the principle of integration or "mainstreaming" has been followed. We firmly believe that the best outcome is obtained if people with disabilities are integrated with all other people, in the family, in school, at work, in training and educational establishments, in housing, in community affairs, in decision-making, etc. There is a vast literature to show that this is the best approach and it is also recommended by the UN World Programme of Action Concerning Disabled Persons. But there are, naturally, some exceptions. Those with very severe disabilities cannot always be fully integrated.

Some people believe that CBR should include small centres in the community for children with disabilities. We think that integration is a better approach. Too often a centre is a place where the person with a disability is "put away". Segregation in these small centres also leads to other problems. For example, it is well known that the behaviour of mentally retarded children can easily be modified into undesirable patterns if they have contacts only with other mentally retarded children. It is better to create a small day-centre for *all* children and let the child with a disability be among them.

The package for play activities describes techniques for early stimulation of children with any type of disability. It can also be used for non-disabled children who have developed slowly, perhaps because of illness. The training activities are divided into eight levels of development. Each of these levels is divided into two types of activities: communication and behaviour, and movement and self-care. Children who have difficulty hearing, for example, will progress more rapidly in the movement and self-care activities. Some children who have difficulty moving will progress more rapidly in the communication and behaviour activities.

The activities for the eight levels of development are presented in leaflets representing the following age groups:

Leaflet 1: 3 months
Leaflet 2: 6 months
Leaflet 3: 9 months
Leaflet 4: 12 – 18 months
Leaflet 5: 2 years
Leaflet 6: 2 – 3 years
Leaflet 7: 3 – 4 years
Leaflet 8: 5 years

We have chosen not to put the information about age levels in the leaflets themselves. Many children with delayed development are not identified before the age of 2 – 3 years. It may be discouraging to family members of such a child to be given a training leaflet which says, for example, "3 months" or "9 months."

Some of the training packages give a method for teaching a person with a disability how to do an activity. We have chosen to describe only the "forward-chaining" technique. Hence, activities are taught in steps, starting with the first step needed to achieve the specific activity. Forward-chaining is the only method presented because there appears to be no proof that backward-chaining, or doing the last step of any activity first, is any more effective for the learning process.

Service delivery system for CBR

It is not enough simply to formulate technologies. One has to think about who is going to carry out the programme, who will train and supervise personnel, and who will manage the programme. Rehabilitation tasks have to be distributed to different types of personnel at different levels of service. This will require coordinated efforts by ministries, local, district and provincial authorities, and nongovernmental organizations in the different sectors involved in rehabilitation.

A rehabilitation programme based in the community should have its roots there. All the interventions that can be done effectively at the community level should be done there. Additional services should be set up in response to the needs of the community. The referral services at higher levels should have professional inputs, as described below.

We give as an example three levels of referral services: (a) district level, with a population of 50 000 – 100 000; (b) provincial level with a population of 500 000 – 1 000 000; and (c) national level. In each country the plans of the government for developing these or equivalent levels of service will differ. However, the following suggestions could be used as a guide to the services needed at each level.

(a) District level

- Diagnostic services. (It is recommended that, if circumstances allow, each person in the CBR programme is seen by a district physician. The purpose is to confirm the diagnosis and make sure that no medical treatments are neglected.)
- Medical services, such as surgical treatment for contractures, leprosy, and cataract, and medical treatment for epilepsy, chronic mental illness, leprosy, and tuberculosis.
- Educational services for children, such as provision of a resource teacher.
- Vocational services for adults, such as vocational assessment and guidance, skills training programmes, short-term vocational training, and job placement.
- Provision of simple orthopaedic appliances and other adapted equipment.

(b) Provincial level

- Diagnostic services for more complex medical conditions.
- Medical services after referral, e.g. corrective surgery for ear-drum perforations, eye surgery, treatment of complicated fractures, drug treatment of therapy-resistant diseases, etc.

- Complex rehabilitation therapy for those not improved through community or district services.
- Educational services, such as special education.
- Vocational services, such as more complex assessment and guidance, long-term vocational training.
- Provision of standard orthopaedic appliances.

(c) National level

- Referrals for complex medical diagnosis.
- Very specialized and low-frequency medical services.
- Complex rehabilitation therapies.
- Educational services at institutes of higher education, e.g., universities, colleges, for people with disabilities.
- Vocational services to cover low-frequency needs (training in special vocational subjects unavailable at district and provincial level).

In many countries, there has been a tendency to try to start programmes from the top, providing services at the national level as the first stage. It is a very common experience that efforts to proceed to the provincial, district, and community levels fail. National-level services have a tendency to consume much of the available manpower and financial resources, leaving little or nothing for other levels.

Also, such an approach is wrong in principle. It does not result from an analysis of what can and cannot be done effectively at the community level. The services set up "from above" will not meet the referral needs at the community level, but will work from a preconceived idea of what the community needs.

Furthermore, providing the national-level services at the beginning is wasteful. It is easy to see that at national institutes (or similar), well trained professionals are often occupied with simple tasks that could be done by someone with less training. Staff at national institutes can easily become burdened with work that could be undertaken at the community or district level. Instead, the staff should be involved in teaching, supervising, and providing services for those with the most complicated rehabilitation problems. Table 1 shows how personnel can be distributed and what percentage of rehabilitation needs may be met at each level.

Table 1. Distribution of personnel and proportion of needs met at each level of service in a community-based rehabilitation programme

Level	Percentage of needs met	Personnel
National	10	Specialist physicians for all disabilities; physical, occupational, and speech therapists; teachers for those with blindness, deafness, mental retardation; teachers for vocational training; orthopaedic technicians.
Provincial	20	General or specialized physicians; some rehabilitation specialists.
District		General physicians; intermediate-level supervisors (CBR managers); orthopaedic technicians; resource teachers; vocational trainers.
Community	70	Local supervisors (community workers); schoolteachers.

Community-based services are not the same as community-level services. A whole system of services is needed, including the district, provincial, and national levels. What is important is to develop the higher levels of services in response to community needs. If such services already exist, they may need to be reoriented.

The role of professionals

It has already been stated that professionals are needed at several levels of service. At district level there is a need for an intermediate-level supervisor or a CBR manager, who can train the local supervisors, guide and supervise their work, manage referrals, maintain communications with all levels of service, and manage the CBR programme at the district level. Such a person may not correspond exactly to any one current type of professional.

At provincial and national levels professionals will be involved in the delivery of complex rehabilitation services as well as the training and supervision of personnel for district, provincial, and national levels. It may be necessary to review the present curricula of various professional groups in order to prepare them better for the additional responsibilities they will have in a CBR programme.

It is certainly necessary to ensure that there are enough rehabilitation professionals to take care of the needs of referral services from the community and to provide appropriate management.

Evaluation

Evaluation of a community-based rehabilitation programme is essential. The purpose of any rehabilitation programme is to help people with disabilities to do what others do in the home and the community and to become socially integrated. Therefore, the evaluation of a CBR programme should determine whether people with disabilities are doing more as a result of the programme. The activities should include self-care, communication, moving around, and participation in play, school, social, and work activities. It should also assess whether the goals of full participation and equal opportunities are met.

This manual includes a system for evaluating the effects of a CBR programme at the community level. The *Guide for local supervisors* describes a system whereby the LS identifies each disabled person in the community and records which activities the person can and cannot do. A family member is then given training packages that tell about the disability and describe how different activities can be done. Each training package that explains how to do an activity contains one or more questions about the ability of the disabled person to do that activity. After the family member has worked with the person for some time, the local supervisor can help the family member to answer the questions. The responses to the questions show whether the person with a disability can do more activities after the training. The LS should keep a record of the responses for all the disabled people who receive training. Periodically a summary of the records should be sent to the district level, where the programme can be monitored. In yearly or twice-yearly evaluations of the CBR programme this information can be used to determine the strengths and weaknesses of the programme.

The results of an evaluation may show that people with one type of disability are improving more than those who have another type of disability. Or all people with disabilities may be improving in some activities, but not in others. Such findings may indicate, for example, that the local supervisors need more information, training or supervision in order to work with some types of disabilities. Or the results may suggest that more community involvement is needed in order to provide more resources for people with disabilities.

Each country may already have a system for evaluating programmes that provide services, such as health or education. The evaluation system in this manual can be used in conjunction with a country's existing methods for programme evaluation. This will ensure that the effectiveness of the CBR programme is assessed, and that necessary changes are made in order to fulfil the purpose of the CBR programme.

Selected WHO publications of related interest

	Price (Sw.fr.)
Disability prevention and rehabilitation: report of the WHO Expert Committee on Disability Prevention and Rehabilitation. WHO Technical Report Series, No. 668. 1981 (39 pages)	3.–
The provision of spectacles at low cost. 1987 (29 pages)	8.–
The community health worker: working guide; guidelines for training; guidelines for adaptation. 1987 (463 pages)	22.–
Education for health. A manual on health education in primary health care. 1988 (xiii + 261 pages)	34.–
Guidelines for training community health workers in nutrition, 2nd edition. 1986 (vii + 121 pages)	16.–

Further information on these and other World Health Organization publications can be obtained from Distribution and Sales, World Health Organization, 1211 Geneva 27, Switzerland.

Many people with disabilities have been rehabilitated through their own efforts and the help of their families. To a large extent, training techniques, technical aids and appliances have been invented and improved by the people who needed them. Many developed and developing countries are encouraging the active participation of people with disabilities and their families in the rehabilitation process. This means that rehabilitation is accomplished at home and in the community. This approach promotes social integration of people with disabilities, the goal of rehabilitation.

This manual has been developed for use in community-based rehabilitation (CBR) programmes and is written primarily for people with disabilities and for members of their families. It describes how rehabilitation can be carried out at home and in the community. The manual provides disabled people and their families with knowledge about procedures for rehabilitation which in the past was often thought to be the exclusive preserve of professionals.

The manual also provides explanations and guidelines for the organization of rehabilitation activities in the community. The manual will help community workers in rehabilitation; community groups and leaders who take responsibility for the CBR programme and decide on its implementation; teachers in local schools who teach children with disabilities; people who provide jobs, income and opportunities for adults with disabilities; and those who are concerned about how people with disabilities can be socially integrated and enjoy the same rights as everyone else.

TRAINING IN THE COMMUNITY FOR
PEOPLE WITH DISABILITIES

GUIDE FOR

Local Supervisors

World Health Organization
Geneva, 1989

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What Is This Guide For?

This Guide describes what you will do as a Local Supervisor of a Community-Based Rehabilitation Programme. The instructions in this Guide will enable you to know how to involve your community in training community members with disabilities.

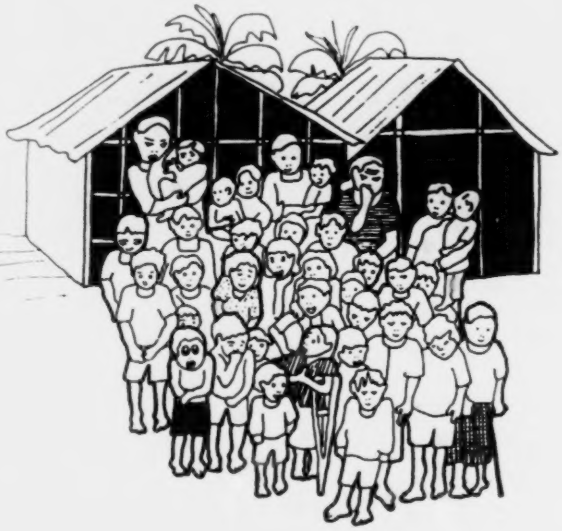
The instructions will enable you to locate and identify people with disabilities who need training. They will enable you to plan each person's rehabilitation training and to choose the necessary training material for that person from the Manual.

The instructions will also enable you to find and teach a trainer for each person who needs training. They will enable you to guide, supervise, and motivate the trainer to continue training the person. They will enable you to identify people who need other available services and then to refer them to these services.

Finally, the instructions will enable you to assess the progress made by each person having training, to keep records, and to make monthly reports.

Introduction

What is a disability?



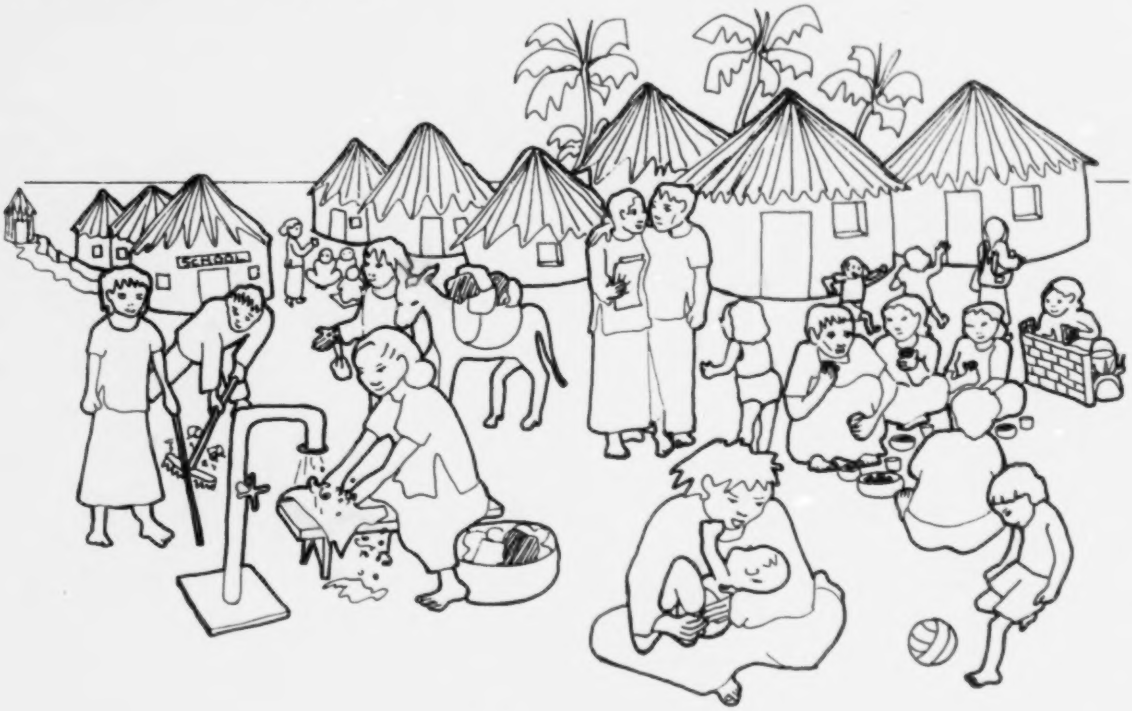
■ You have seen that some people in your community have difficulties which other people do not have. For example, you have seen that some people have difficulty seeing. Some people have difficulty hearing, speaking, learning, or moving around in the same way as others. Some people show strange behaviour or have fits. Other people have no feeling in their hands and feet. Such difficulties are called disabilities.

■ Every community has some people who have disabilities. About 7 out of every 100 people are said to have a disability. You will find that some people with disabilities live their lives in the same way as others in your community. But you will also find that because of their disabilities some people have problems living their lives in the same way as others. It is difficult for them to do all the activities that other family and community members do.

Activities that people need to be able to do

- The activities that a person needs to be able to do depend on the person's age, sex, culture, and society.

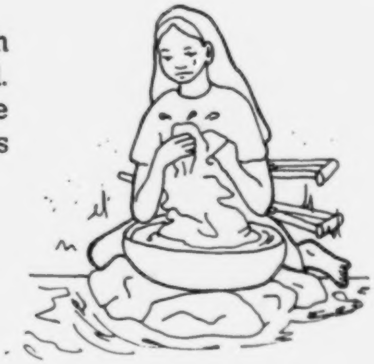
- If you look around your family and community, you will find that these are the most common activities that people do:



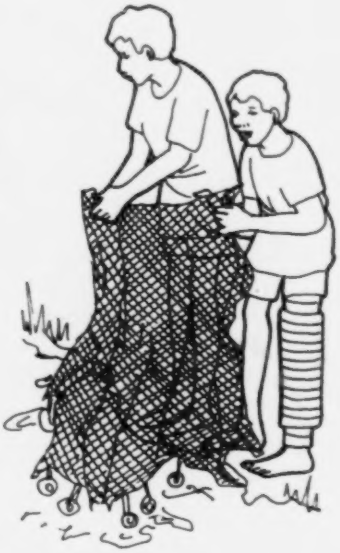
- Eating and drinking
- Washing and bathing
- Cleaning teeth
- Going to the latrine
- Dressing
- Combing hair
- Moving inside the home
- Moving around the village
- Playing
- Going to school
- Understanding what other people say
- Expressing thoughts, needs, and feelings
- Reading, writing, and counting
- Joining in family activities
- Doing daily household activities
- Raising a family
- Breast-feeding babies
- Joining in community activities
- Earning an income
- Using money
- Using transport

- If a person with a disability cannot do all these activities, he or she should have training.

With the help of training, many people with disabilities can learn to do all or most of the activities listed above.



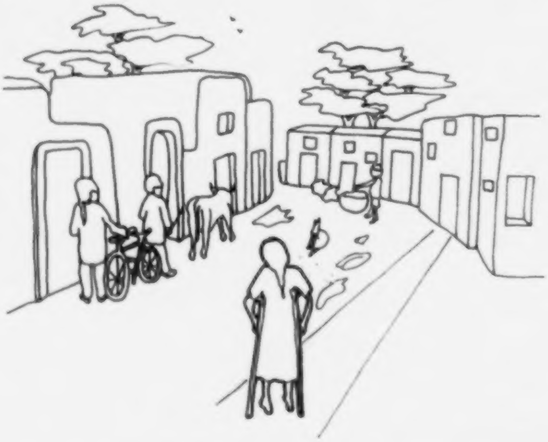
■ People with disabilities often have problems which prevent them from doing some of the activities mentioned. Or they may do some activities in a different way. Because of this, community members often see these people as being different or inferior to others.



■ Unfortunately, many communities have been unfair to people with disabilities. It is true that disabilities stop people from doing some activities. But with training most people with disabilities can do most of the activities that other people do, even if they do them differently or slowly.

Unjust attitudes have stopped people with disabilities from doing all that they can do. Community members have not always given members with disabilities the same opportunities as others. Because of this, people with disabilities have not been able to learn to do the activities that they need to do.

■ It is important to understand that training is needed to improve the situation of a person with a disability. This Manual describes how the training can be done.



How to train people with disabilities

Using the Manual

- This Guide is part of the Manual *Training in the Community for People with Disabilities.*

The Manual describes how the family and the community can make training available to their members with disabilities. You can use the Manual to make rehabilitation training available to members of your community with disabilities.

- The Manual contains material for people with the following disabilities:

Difficulty seeing
Difficulty hearing or speaking
Difficulty moving
No feeling in the hands or feet
Strange behaviour
Fits
Difficulty learning

- The material in the Manual is in the form of Guides and Training Packages.

- The Guides explain to you, to schoolteachers, to people with disabilities and to other community members how to carry out the rehabilitation programme.

- The Training Packages provide the following:

- Information about the disability and what to do about it.
- Advice and instructions to help family members train people with disabilities to be able to do the following:

Eat and drink
Wash, bathe, clean the teeth, and use the latrine
Speak and communicate with others
Get up from lying to sitting or standing
Move around the home and the village
Breast-feed (babies)
Have schooling
Play (for children)
Do a job and do household activities (for adults)
Join in family and community activities

- Advice and instructions to make simple aids, appliances, and tools needed for rehabilitation.

- Advice and instructions to prevent people with disabilities from becoming more disabled.

- Any Guide or Training Package can be taken out of the Manual and given to the person who needs it. This person keeps the guide or package for as long as necessary.

Keep one complete copy of the Manual for yourself. You will need to read it from time to time to answer questions that may come up in the programme.

How the Training Packages are written

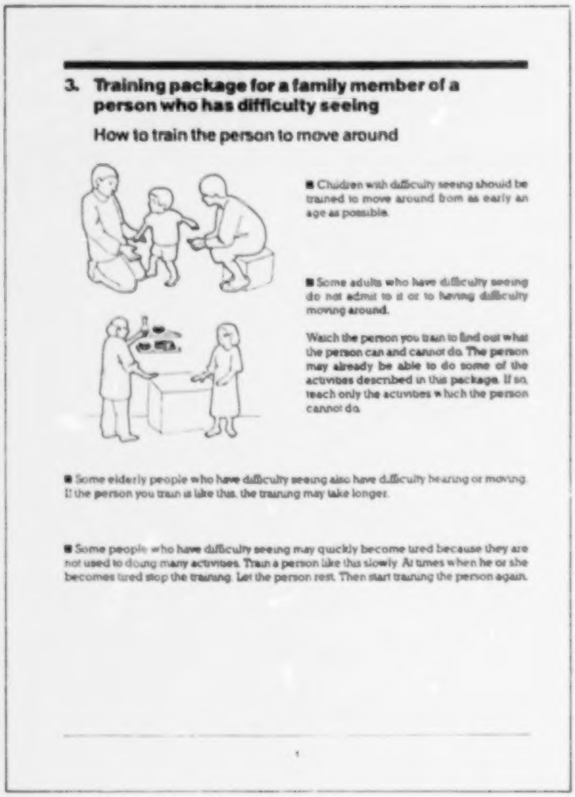
■ Training Packages have been written to enable a person with a disability or a family member to learn how to use them by himself or herself. This person is called *the trainer*.

■ Look at Training Package 3 as an example of how each package has been written and arranged.

■ Each package begins with the question, "What is this package for?" and an answer explaining the purpose of the package.

■ Then follows information and step-by-step instructions on training for a person with a disability.

■ After the training information and instructions is "Results". A trainer completes this to find out if he or she has succeeded in the training. Also included here are reasons why a trainer may not have succeeded in the training. There is also advice on what the trainer should do if he or she has not succeeded.



3. Training package for a family member of a person who has difficulty seeing

How to train the person to move around

■ Children with difficulty seeing should be trained to move around from as early an age as possible.

■ Some adults who have difficulty seeing do not admit to it or to having difficulty moving around.

Watch the person you train to find out what the person can and cannot do. The person may already be able to do some of the activities described in this package. If so, teach only the activities which the person cannot do.

■ Some elderly people who have difficulty seeing also have difficulty hearing or moving. If the person you train is like this, the training may take longer.

■ Some people who have difficulty seeing may quickly become tired because they are not used to doing many activities. Train a person like this slowly. At times when he or she becomes tired stop the training. Let the person rest. Then start training the person again.

Order in which to read the Training Packages

Training in the community for people with disabilities

■ You will understand the rest of this Guide better if you read the Manual now. Start reading the Manual by reading the Training Packages first.

Read the Packages in the following order:

1. About a person who has difficulty seeing:
   Training Packages 1, 2, and 3.

2. About a person who has difficulty hearing or speaking:
   Training Packages 4, 5, 6, and 7.

3. About a person who has difficulty moving:
   Training Packages 8, 9, 10, 11, 12, 13, 14, 15, and 16.

4. About a person who has no feeling in the hands or the feet:
   Training Packages 17 and 18.

5. About a person who shows strange behaviour:
   Training Packages 19 and 20.

6. About a person who has fits:
   Training Package 21.

7. About a person who has difficulty learning:
   Training Packages 22, 23 and 24.

8. Other training packages used for people with any type of disability:

Breast-feeding	Training Package 25
Play activities	Training Package 26
Schooling for children	Training Package 27
Social activities	Training Package 28
Household activities	Training Package 29
Job placement	Training Package 30

- Then read the other three Guides:

Guide for the Community Rehabilitation Committee.
Guide for Schoolteachers.
Guide for People with Disabilities.

- You should read and learn how to practise what is written in the Packages and in the Guides. When you have done this, you will be able to carry out a community-based rehabilitation programme.

Examples of Community-Based Rehabilitation

- Let us look at some examples of Community-Based Rehabilitation Programmes.

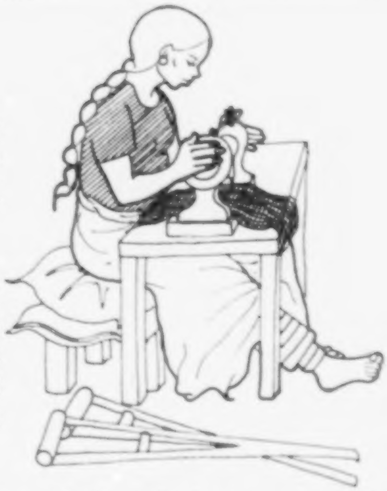
Let us make a visit to the village of Padur. We will go there with Mr Arif, the village leader, Mrs Anula, the Local Supervisor, and Dr Nalin, the district doctor. We will visit two people with disabilities: Sri and Thebe.

- On the following pages are the stories of these visits. The stories will help you to see how the attitudes of a family and community can stop people with disabilities from developing their abilities.

- These stories will also help you see that the attitudes of a family and community can change. When people with disabilities have training and are given the same opportunities as others, their lives and those of their families are better and happier.

- You will then understand better why people with disabilities should have training.

Our visit to Sri



First Mr Arif introduced us to Sri, who was 17 years old. She was sitting on pillows placed on a box. A sewing machine was on a table in front of her. She was making school uniforms. Sri could not move her legs very well.

Dr. Nalin explained to us that Sri had poliomyelitis when she was a child. Her parents thought that she could not attend school, so she had stayed at home with nothing to do until just three years ago. Her family also thought she could not wash herself or take care of herself. She was just lying on a bed in the corner of the house doing nothing.

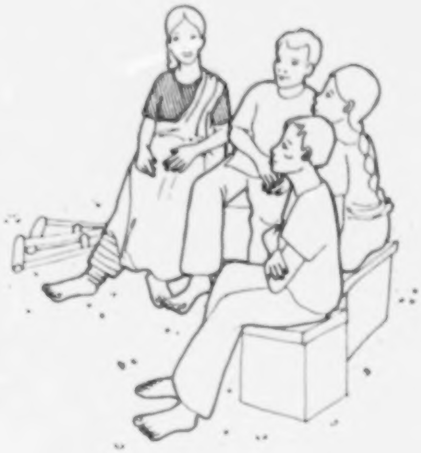
Four years ago Mr Arif and Dr Nalin discussed what they could do to help people with disabilities in their community. Then they heard about a new programme for training in the community for people with disabilities. They got a copy of the Manual which described how to begin a training programme. Mr Arif then called a meeting with the other community leaders and they discussed what they could do. It was then decided that one of the district nurses would take a course in community-based rehabilitation, offered by the province administration. The course lasted three months and then the nurse came back. She told the village leaders that they could now choose some community members to be trained as local supervisors for the community-based rehabilitation programme.

The village leaders sat down and discussed who to train for the programme. The village had about 2000 people so they decided to ask two people, a health worker and a social worker, to become the local supervisors. The community leaders also asked the teacher to join the 3-week course that the nurse had offered to hold. In this way, the teacher would have a good knowledge of the needs of children with disabilities in the school

The nurse then held a 3-week training course following the "Guide for Local Supervisors". The training was mostly practical. At the end of the course the three community members passed the examination and started to work. The nurse visited the village once every month. She also gave continuous training, so the local supervisors could keep up their knowledge and share their experiences with each other.

When the work for the community-based rehabilitation programme started the two local supervisors divided the village into two parts. They went to every household to locate people with disabilities. When this had been done, they started using the training packages to train the people with disabilities in the community.

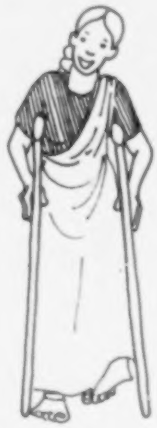
Sri was the first person with a disability to have training. Mrs Anula, one of the local supervisors, had talked with Sri's mother and explained the programme. Sri's mother agreed to try training her daughter. She and the family read the first training package that Mrs Anula gave them. It was about Sri's disability. Then Mrs Anula came back and showed them how to use the next training package. It was about how to train a person to keep clean and to dress without help. Mrs Anula showed the family how to begin the training. Within a few weeks, Sri had learned enough to keep herself clean and to dress herself without help.



At that time Sri could not walk or even stand up. So next her mother and brother were given a package that showed them how to make a trolley. The brother went to the local carpenter and asked for some help. Mrs Anula showed us the trolley. It was inside the hut. With the help of the trolley, Sri could go out and meet other people. At first, Sri and everybody else were too shy to talk. After a few weeks Sri started going to the market with her mother. Soon she was selling eggs, talking, and laughing like the rest of them.

Mrs Anula then got in touch with the schoolteacher in Padur. The school already had evening classes for adults, so Sri joined them. There she learned to read, write, and count. Sri made many friends at school.

Sri had very much wanted to be able to stand and walk. This was difficult because her legs were thin and weak, but she still wanted to try. So her mother asked for other training packages describing leg exercises and how to make a knee splint and crutches. Sri's mother helped Sri to train for a very long time (over a year) to use her legs.



While we were discussing this, Sri moved into the house and came back walking with her crutches and wearing her splints. True, it was not a quick walk, but she walked on her own from the house to the sewing machine.

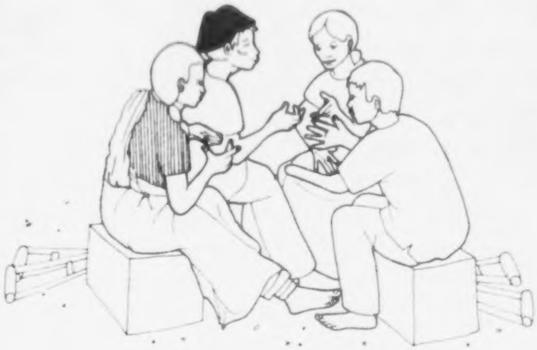
Sri then told us some things about her job. She had wanted very much to earn some money. So Mrs Anula had shown her the list of jobs for people with disabilities. Sri read it and talked about it with her family. Sri wanted to do many things, but not all of them were possible, so they decided that she would try sewing. With her mother, she went to a relative in the next village. She stayed there and was trained by a tailor for six months. By the end of that time, she had learned how to sew.

However, there was a problem. Sri and her family had no money to buy a sewing machine. So Mrs Anula went to Mr Arif, the village leader, and Sri received a loan from the community cooperative. Sri bought the sewing machine and some material. She then started making shirts and school uniforms. It took her two years to pay back the money for the machine, but now it is hers.

Sri told us what she felt about the programme. She said that she did not like it at the beginning and that she had to be forced to see Mrs. Anula. She was so ashamed of herself. Sri used to be rather dirty because she never cleaned herself. Her mother always did it for her. But her mother had very little time. When the trolley was ready and she was taken out she felt very embarrassed, not even daring to look at strangers.

When Sri began the training programme, she did not believe that anything would change. It was only after a while that she noticed a difference. Then she became very eager to learn everything possible. To Sri the income that she now earned was what pleased her most. She was earning more than enough to support herself, and she had so much work that new orders had to wait for two weeks.

Sri also told us about the committee she had joined. Mr Arif had decided to get together a committee of people with disabilities, similar to the health committee. Sri was a member of this committee. It met every week to discuss what could be done in the village to help people with disabilities. They met with Mr. Arif about every other month. People with disabilities had been encouraged to go to all village meetings. They had asked for various changes, which had all been made. The holes in the village roads had been filled in and the stones removed, making it easier to walk. One more class for adults had been started at school. Many adults with disabilities went to this class. Clearly, Sri was very happy to be a member of this committee.



We then talked with Sri's mother. She told us that the first time Mrs Anula came she had asked what their problems were. Sri's mother told her that Sri needed help to keep clean and to dress. She never moved around, and she did nothing all day long. The family did not know what to do and they thought that nothing could be done for Sri. They had even thought that Sri's disability might be a punishment from God.

Then Mrs Anula asked what the family wanted for Sri. Sri's mother told her that they wanted Sri to be cured of her deformities. Mrs Anula gently said that this was not possible, but that with training Sri could learn to be more independent. Mrs Anula then asked if the members of the family were prepared to help Sri. Of course they were.

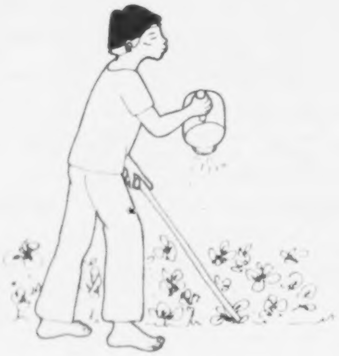
The next time Mrs Anula came she brought some training packages with her. She showed the family how to do everything. As soon as they finished with one training package, she gave them the next one. Sri's mother and brother worked with her for three years. Now Sri can do almost everything she needs to do, even walk a little. She dresses without help, she keeps herself clean, and she earns money. She goes to see Mrs Anula from time to time. The family is proud of her now.

On the hill behind the house two men were working. They were building another house. Sri's mother told us to go and have a look at it. "It's for Sri," she said, "She is getting married next month. It makes us all very happy."

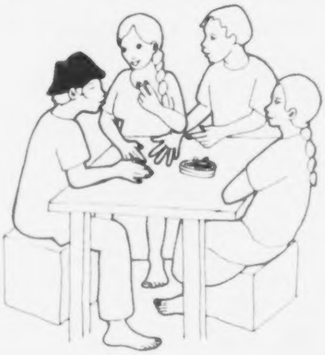
Our visit to Thebe

Then we visited another family. Here we found Thebe, a boy of 15. He was looking after a vegetable garden, weeding, and watering. He showed us his house and the garden. Everything was in good order. It took us a moment to understand that Thebe was blind because he showed very few signs of his blindness.

Thebe became blind when he was four years old. Until then he had played with other children. After he became blind, he was not allowed to go to school. He stayed at home and sat at the door of the house. Once he had tried to run away, but he did not get far. Three years ago, Mrs Anula had come to their house and talked with Thebe's parents. She had given his mother a training package and then the brother had agreed to be a trainer for Thebe. Later on the brother was given another training package which showed how to train Thebe to move inside the home and around the village. Thebe's brother then taught him to use a stick as a guide. He learned to find his way around alone, but he did not try to run away again.



Later, Mrs Anula talked to Thebe and the family about different jobs for Thebe. They were given a list of jobs to discuss, and they decided that Thebe could have a vegetable garden. At that time the family did not grow any vegetables. So Thebe's father went to the city and bought some vegetable seeds. Thebe planted the seeds with some help from his father. This way he grew many vegetables, more than enough for the family. The vegetables that were not eaten were sold at the market.



Thebe is very happy because he is able to help his father support the family. People in the community have seen what Thebe can do. Now they respect him. Thebe has made new friends and he now has many things to do in the community as well as at home.

Who is involved in the Rehabilitation Programme?

- The following people need to be involved in the rehabilitation programme in your community:

1. People with disabilities
2. Their families
3. Your community
4. You, the Local Supervisor

- The tasks that each of these people need to do are described on the following pages.

1. The person with a disability

- If a person needs training, he or she does the following:

Works with the trainer, the family, and the community to do the training programme. Later on he or she can be responsible for his or her own training.

Uses the right to make his or her own decisions.

Is an active and responsible family member.

Enjoys the benefits of being a family member.

Is an active and responsible community member.

Uses the same opportunities that other community members have, such as education and doing a job.

- If a person does not need training, the person can help other people who need training. He or she can help the community with the community-based rehabilitation programme.

2. The person's family

- During the training programme, the person's family does the following:

Helps to train the person to develop his or her abilities.

Helps the person do what he or she cannot do alone.

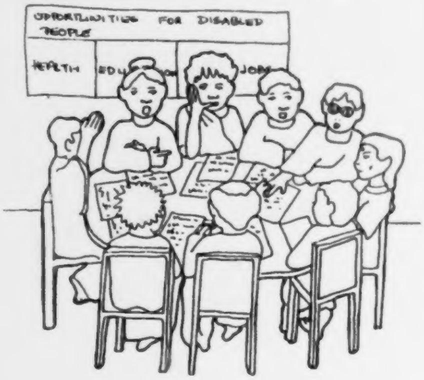
Gives the person the right to make decisions as an equal family member.

Encourages the person to be an active and responsible family member.

Gives the person the benefits of being a family member.

Helps the person and the community to communicate with and accept each other.

3. The community



■ The community has the following tasks to do:

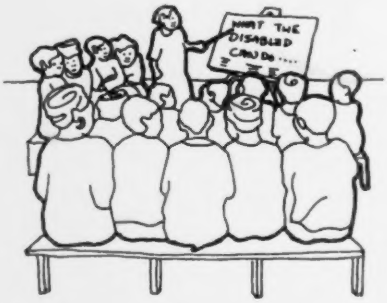
Set up the rehabilitation programme for the people with disabilities in the community and follow its progress to make sure that it does well.

Make sure that the people with disabilities have the same opportunities as others in the community.

Make sure that the people with disabilities participate in the activities of the community in the way that others do.

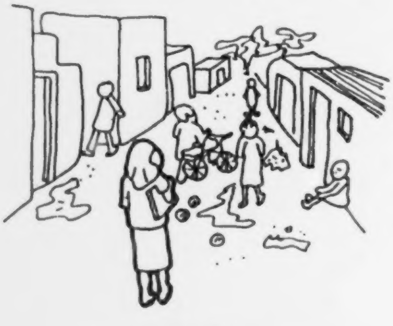
Take steps to prevent disability in the community.

4. The Local Supervisor


WHAT THE DISABLED CAN DO....

■ As the Local Supervisor, you organize and run the rehabilitation programme for the community. The following tasks are to be done by you:

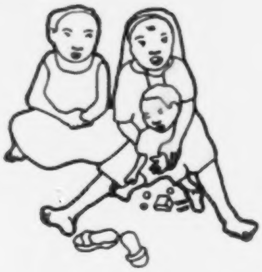
Involve the community in the training programmes of its members with disabilities.



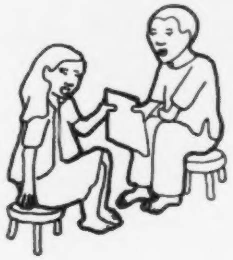
Go from house to house to find all members of the community who have disabilities.

Decide which people need training.

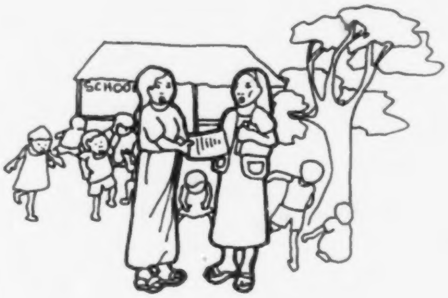
Choose training material from the Manual for each person who needs training.



Find and teach a family or community member to use the material and to be the "trainer" for a person who needs training.



Guide, supervise, and motivate people with disabilities and trainers to start and continue the training until it is finished. The Local Supervisor sees that simple aids, appliances, and tools are made when needed.



Seek the cooperation of schoolteachers for the training programmes of people who have disabilities.

Find jobs for adults with disabilities who need an income.

Assess the progress made by each person in the programme.

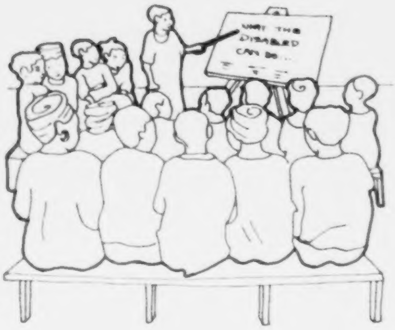
Keep records and make reports each month to the Supervisor.

Refer to the Supervisor people who need other available services.

Continue the rehabilitation programme in the community.

How to carry out your tasks in rehabilitation

Involving the community



- The community has the final responsibility for the rehabilitation programme. Help the community in planning, running, and evaluating the programme. By working together you can make it a success.

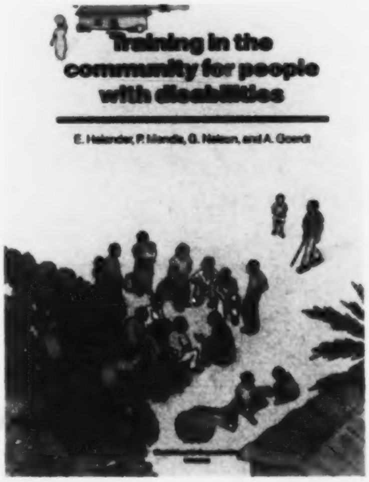
- Your community may already have a local committee which is or could be responsible for people with disabilities. If so, the committee may have chosen you to start the rehabilitation programme in your community.

The committee may not have asked you to do this and there may be no rehabilitation programme in your community. If so, ask for a special meeting of this committee to discuss the setting up of a rehabilitation programme.

If there is no such committee, suggest to the community leaders that one be formed. This committee will be responsible to the community in managing the rehabilitation programme. It is important that people with disabilities are members of this committee.

- Pages 6 to 8 of the Guide for the Community Rehabilitation Committee describe how to involve the community and to choose the Community Rehabilitation Committee. This part describes how you, as a community member and as a Local Supervisor, can involve the community in the rehabilitation programme.

- Follow the instructions in that Guide to help the community set up and support a rehabilitation programme for the people with disabilities.


Training in the
community for people
with disabilities

E. Helander, P. Mendis, G. Nelson, and A. Goerdt

Locating and identifying people with disabilities

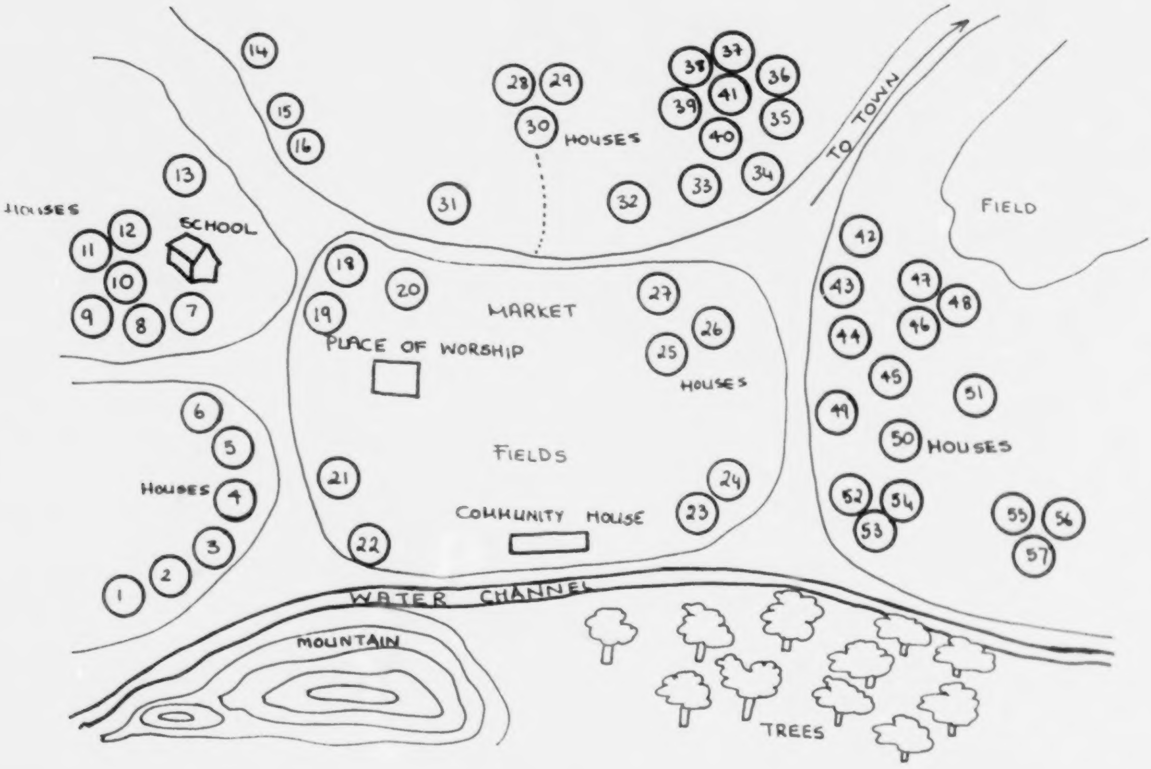
- You can start by visiting the households in your area one by one to locate all the people with disabilities and to identify their disabilities.

- Or if you know of people in your community who have disabilities, find out from friends and neighbours where they live. Start the programme by training them. Later you can do house-to-house visits to locate any other people.

- Or you may be able to find lists of people with disabilities in the local health office or local council office. If these lists are available, use the lists to locate the people. Later you can do house-to-house visits to locate all the other people with disabilities.

How to arrange visits in your area

1. You need a map of your community. You may find a map in the local council office or local health office. If a map is not available, make one. You can see an example of a map in the picture below.


TO TOWN
HOUSES
FIELD
SCHOOL
MARKET
PLACE OF WORSHIP
FIELDS
COMMUNITY HOUSE
WATER CHANNEL
MOUNTAIN
TREES
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- The map that you have got or made should show roads, paths, fields, water sources, markets, and important community buildings. If the map does not show these, mark them.

- A household includes all the members who live in the same house, compound or yard, and who eat from the same kitchen.

The map should show the location of all the households in the community. Mark them clearly after you have the lists of households. Make sure that no households are forgotten. Number each household.

2. You should now make a list of households with the names of the household heads. You may find a list in your local council office or local health office. If so, make sure that it is complete.

If you cannot find such a list, make your own list. Get together with other community members who live in different parts of your area. Collect information from them and make a list of all the households.

HOUSE NO.	NAME OF HOUSEHOLD HEADS
1	MR OTIENO
2	MR KAMAU
3	MR OUMA
4	MR MUTUA
5	MR MAINA
6	MR MUTISO
7	MR KINOTI
8	MR MUSOKE
9	MR ROTICH
10	MR CHEGE
11	MR MUKIBI
12	MR ODERO
13	MR BARASA
14	MR MUGO
15	MR SINEI

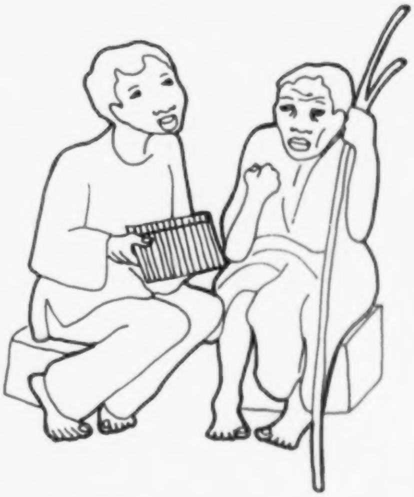
The households should now be marked on your map and numbered. Next use those numbers for your list and write the name of the household head next to the number.

3. You or your community leader should then tell the members of these households that you would like to visit them. The purpose of the visit is to discuss a programme for their family members with disabilities.

4. Make arrangements with each household head to visit the home to meet all the family members.

Some local traditions may not allow you to meet all the household members, for example, if they are the opposite sex to yourself. If this is so, arrange to have a helper of the opposite sex to yourself. This way your helper can meet the household members that you are not able to meet.

5. Visit each household at the time arranged.



What to do when you visit a household

- Explain to the family that you are locating the members of your community with disabilities to find out if they need rehabilitation.
- Explain that the community has asked you to do this because they have planned to start a rehabilitation programme for the people with disabilities. Explain how rehabilitation will help people with disabilities.

■ Find out from the household head whether you can ask questions about members of the household and about disabilities.

If the household head agrees, ask for the answers to the questions on Form 1 (see page 36). Then do the observations and tests necessary to complete Form 1 for every household.

To complete Form 1, use the information and follow the instructions on pages 23 to 35 of this Guide.

How to fill in Form 1 is described on page 35.

■ Make sure that you have seen every member of the household.

■ Sometimes a household head may not agree to let you ask questions about members of that household or to talk about members with disabilities. If this is so, you need to explain more carefully the benefits that rehabilitation could bring to the person with a disability, to the family and to the community.

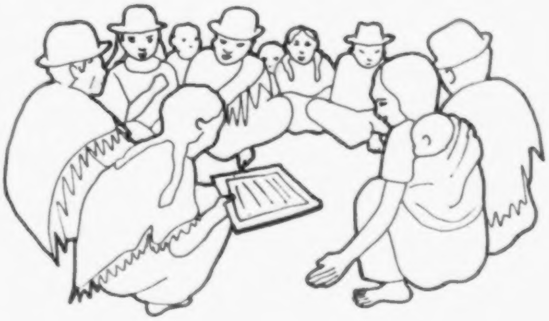
Discuss these with the household head. Find out why he or she does not want you to ask questions or to talk about a family member with a disability. Reason with the household head and persuade him or her to talk with you and to give you the information you need. It may also help to describe how other people have improved with rehabilitation. If possible, arrange for the household head to visit other families who have members with disabilities in the rehabilitation programme.

If you do not succeed on the first visit, arrange to come back on another day to talk some more.

If you still do not succeed, speak to your Community Rehabilitation Committee about it and ask for their help.

■ It is not always easy in a household to find the members with the disabilities.

In the past, people with disabilities have not been allowed to be equal members of their families or societies. Because of this, some families do not want other people to know that they have a member with a disability. Some families think that nothing can or should be done for people with disabilities. Or they think that children or adults have become disabled as a punishment from God. Such families sometimes prefer to hide their disabled members.



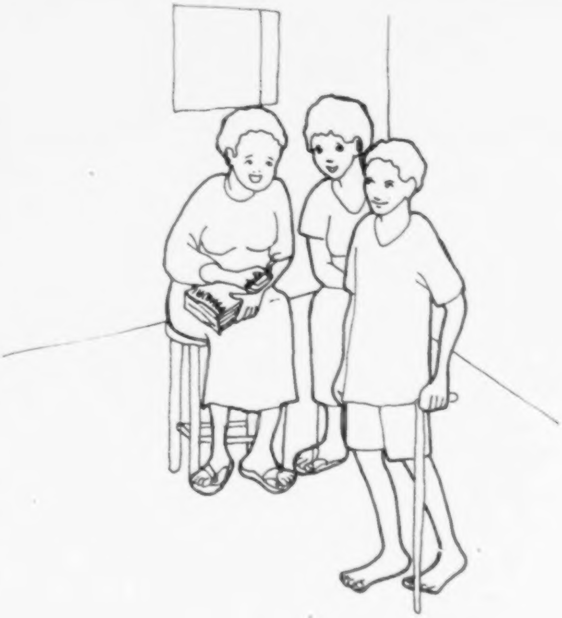
In such cases, you will need to use tact in winning the confidence of the family before you ask them about members with disabilities.

Some people think that a disability can be given from one person to another. For instance, they may think that if they touch a blind person they will become blind. If you meet such people, tell them that this is not true. No disability can be given from one person to another.

- In some communities, the same disabilities may be given different names. When speaking with a family, use the local name for a disability. Describe the disability and how it affects the person with the disability so that the family can recognize the disability that you are talking about.

- Asking questions alone is not enough to find out all you need to know about a person. Observe the person carefully and do the observations and tests described in this Guide on pages 23 - 35.

To observe members of the household, watch how they speak, hear, look, move, see, and behave. Observe if they have any visible scars or other signs of injuries or burns. Observe also how the household members behave towards each other. Look at the clothes of all the family members. Look to see if they appear healthy and clean. These signs can help you to recognize people with disabilities.



- Do not forget that there may be more than one member in a household with a disability. Or one person may have more than one disability. Make sure that you locate and identify all the members of each family with disability and all their disabilities.

- You may not be able to meet all household members on your first visit. Some may not be at home. They may be working elsewhere or may have gone to town or to the market. So you may have to come back until you have met them all.

- Always remember to ask questions about, to observe, and (when necessary) to do tests on all members of the household.

How to identify different disabilities

People who have difficulty seeing

■ Training Package 1 has information about the problems of a person who has difficulty seeing. Read this again if necessary.

■ Ask the household head and family the following questions. Their answers will tell you if any household members have difficulty seeing.

Is there a person in the family who cannot see as well as the others?

Is there a person in the family who cannot see well when it is dark?

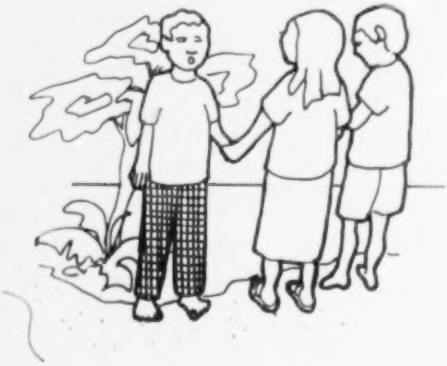
Is there a person in the family who cannot see objects that are far away, such as trees or birds?

Is there a person who cannot see objects that are very close, such as seeds held in his or her hands?

Is there a person whose eyes look very different from other people's?

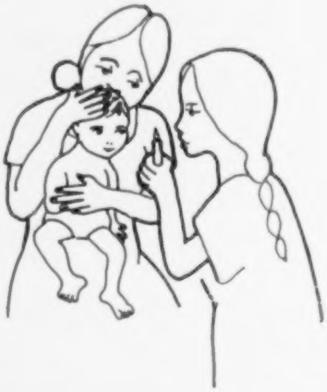
■ If the answers to these questions tell you that a person in the household has difficulty seeing, speak to the person. Observe him or her.

If you are still not sure whether the person has difficulty seeing, do the following tests.



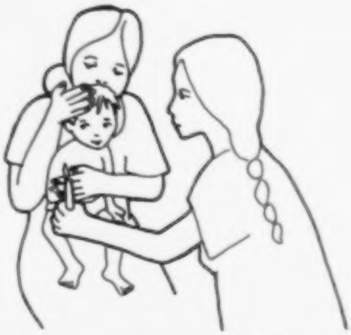
Test for children from 3 months to 3 years

■ Let the child sit on the mother's lap. Hold a burning candle about 30 to 50 cm (12-20 inches) in front of the child. Move the candle from side to side and up and down. Observe.

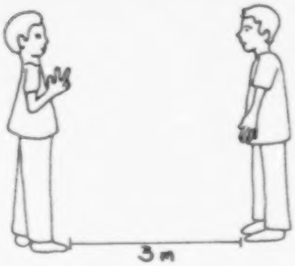


- Do the child's eyes follow the candle as you move it?

If the answer is "Yes", then you know that the child can see.



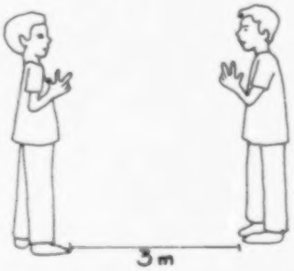
- If the child's eyes do not follow the candle, repeat the test 3 times. When you are sure that the child's eyes do not follow the candle, you will know that this child may have difficulty seeing.



Test for children 3 years and over, and adults

- Stand at a distance of 3 metres in front of the person. Hold up three fingers of one of your hands.

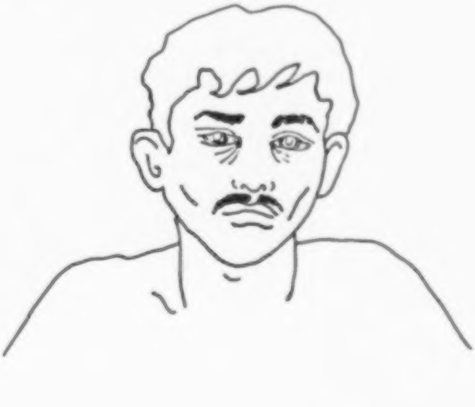
Ask the person to hold up the same number of fingers.



- If the person holds up three fingers, you then know that he or she has no difficulty seeing.

- If the person does not hold up three fingers, then repeat the test with two fingers. Then repeat it again with four fingers. If the person does not respond correctly to each of these tests, you know that he or she may have difficulty seeing.

Other things to look for



- If a person has difficulty seeing, look into his or her eyes, one at a time. Look for the following:

Eyes that look red or are full of tears.

Eyes that have a grey area over the coloured part of the eye.

- If a person shows one of the above, refer him or her to the health worker.

People who have difficulty hearing or speaking

■ Training Package 4 has information about the problems that a person with this disability may have. Read this again if necessary.

■ Ask the household head and the family the following questions. The answers will tell you if any household members have difficulty hearing or speaking.

Is there a baby in the family who does not make sounds?

Is there a person in the family who has difficulty hearing what others say?

Is there a person in the family who cannot understand what others say?

Is there a person in the family who cannot speak?

Is there a person in the family who cannot speak clearly enough to be understood?

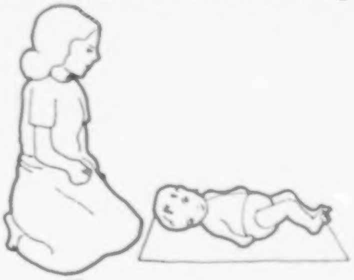
■ If the answers to these questions tell you that a person in the household has difficulty hearing or speaking, speak to that person. Ask him or her to do something simple, such as get a cup of water for you. Or ask a family member to ask the person to do something. Watch to see if the person can hear and understand what he or she is asked to do.

■ If you are still not sure whether the person has difficulty hearing or speaking do the following tests.

Test for babies under 6 months

■ Do the following test with every baby in the household who is under six months of age. Do the test in a place that is quiet.

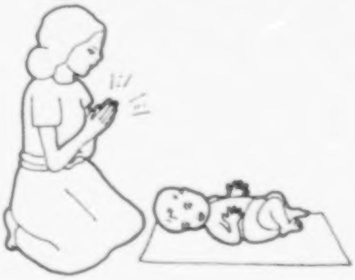
■ Lay the baby on his or her back. Sit behind the baby so that he or she cannot see you.



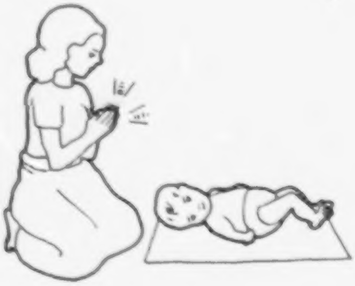
Clap your hands loudly.

Does the baby appear surprised? Does he or she blink or jump?

■ If the answers are "Yes", then you know that the baby can hear you.



- If the answers are "No", then the baby may have difficulty hearing. Repeat the test three times, waiting a little between tests.



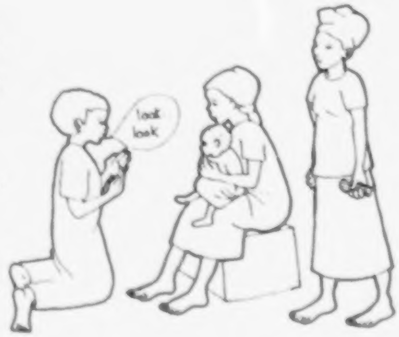
If the baby does not appear to hear you, repeat the test on another day to be certain. Tell the family to watch the baby to find out if he or she seems to hear people speak or to hear loud noises.

Test for children from 6 months to 3 years

- Do the following test with every child in the household between six months and three years of age.

- Make a rattle by putting a few pebbles inside a tin or a piece of bamboo.

- Let the mother sit and hold the child. Ask a family member to sit in front of the child. Ask the family member to get the child's attention and to speak softly to the child.

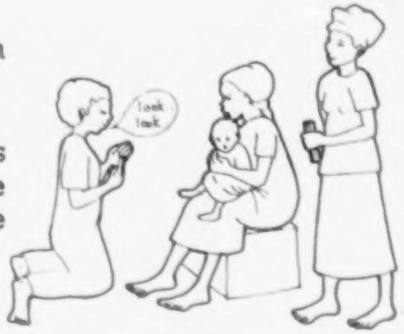


Stand about 2 steps away from the side of the child: step back one step so that the child cannot see you.

Shake the rattle from where you are standing. Be sure that the child does not see you move your hand.

Does the child turn his or her head towards the rattle?

- If the answer is "Yes" then you know that the child can hear.



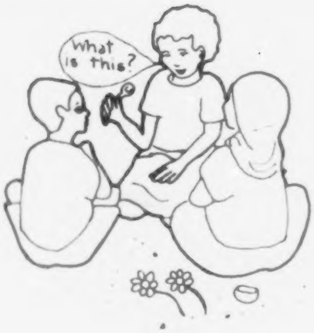
- If the answer is "No" hold the rattle at different distances from the child. Repeat the test three times at each distance to be sure. Do not shake the rattle above or behind the child's head.

- Repeat the test on the other side of the child.

- Repeat the test on another day to be sure.

If the child still does not turn his or her head towards the rattle, then you know that the child may have difficulty hearing.

Test for children 3 years and over, and for adults

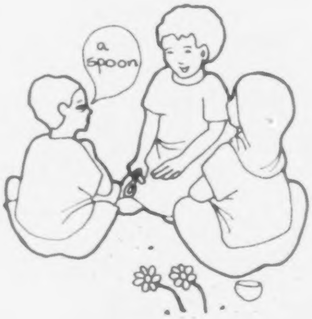

What is this?

■ Let the person sit on the floor or on a stool.

Ask a family member to show the person objects, such as spoons, cups, balls, and flowers. Get the person to name them.

Adults can also be asked to answer simple questions.

Compare what the person says with answers of other children or adults of the same age. This will help you to know if the person has difficulty hearing or speaking.



■ The person who says words and answers questions in the same way as others of the same age has no difficulty hearing or speaking.

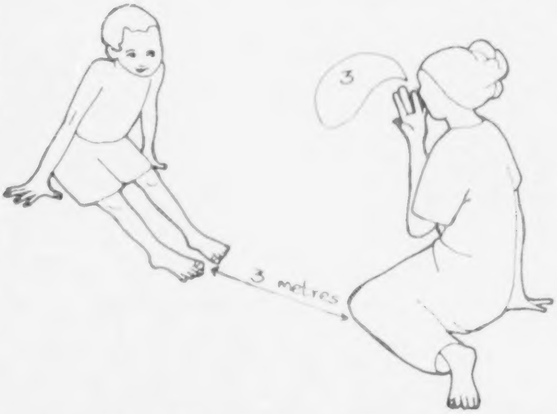
■ If the person cannot say words and answer questions in the same way as others of the same age, the person probably has difficulty speaking. The person may also have difficulty hearing.

Now do the following test to find out if the person has difficulty hearing:

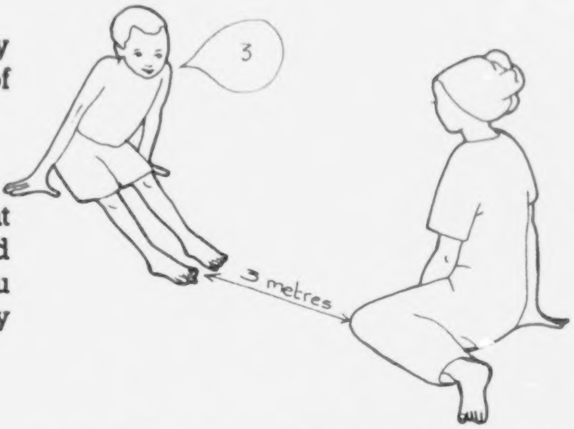
■ Let the person sit down. Then sit down about three metres in front of him or her.

Tell the person that you will say a few numbers, like "four", "one", "eight", and that you want him or her to repeat them. (Or tell the person to hold up the same number of fingers.)

Now hide your mouth with your hand and say a number under ten. (Try not to change your voice but speak normally as you would to a person at this distance.)



Ask the person to repeat the number or hold up his or her fingers. Then say another number under ten and ask the person to repeat it, still hiding your mouth. Do it again with two more numbers, one at a time. If the person does this correctly, then you know that he or she has no difficulty hearing.



- If the person cannot repeat what you say correctly, or hold up the correct number of fingers, speak louder.

- The person may now be able to repeat correctly what you say, or be able to hold up the correct number of fingers. Then you know that he or she has some difficulty hearing.

- Or the person may still not be able to repeat what you say, or not be able to hold up the correct number of fingers. Then he or she probably has severe difficulty hearing and speaking.

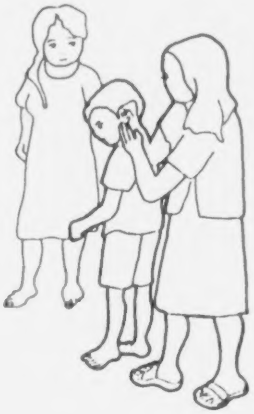
People who have a discharge from the ears

- Ask the household head and the family if any member has a discharge from one or both ears. If necessary, look in their ears to make sure.

If you find a person who has ear discharge, test the person to find out if he or she has difficulty hearing or speaking.

Ask the person and the family whether they have seen a health worker about the discharge.

If the person has not seen a health worker, refer the person to the health worker.



People who have difficulty moving

- Training Package 8 has information about the problems of people who have difficulty moving. Read this again if necessary.

- Ask the household head and the family the following questions. Their answers will tell you if any household members have difficulty moving.

Is there a person in the family who has difficulty moving part of the body, such as the arms, legs, back, or neck?

Is there a person whose arms, legs, back, or neck are weak?

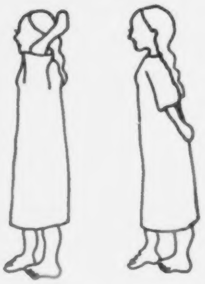
Is there a person who has a great deal of pain in the arms, legs, back, or neck?

- If the answers to these questions tell you that a person in the household has difficulty moving, speak to that person. Observe him or her. Make sure that the answers to the above questions are correct.

If you are still not sure whether someone has difficulty moving, do the following tests.

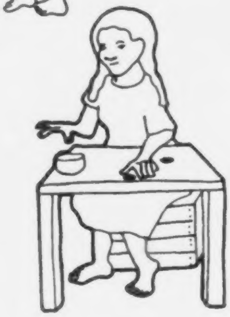
Test for people who have difficulty moving

- Ask the person to do the following tests.

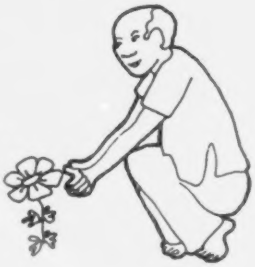


- Ask the person to lift his or her arms above the head. Then ask the person to put them behind his or her back.

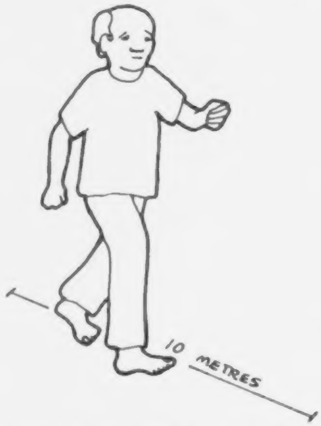
- Put a small object like a cup or plate in front of the person and ask him or her to pick it up.



- Put a small object on the ground. Now ask the person to squat or bend to pick it up.



- Ask the person to walk 10 metres while you observe. Then ask him or her to walk about 100 metres.



- If the person can do all the tests and feels no pain while doing them, then you know that he or she has no difficulty moving.

- The person may not be able to do one or more of the tests or may feel pain while doing them. If this is so, you know that he or she has difficulty moving. A person who has difficulty moving may also be very slow.

People who have no feeling in the hands or feet

- Training Package 17 has information about the problems of people who have no feeling in their hands or feet. Read this again if necessary.

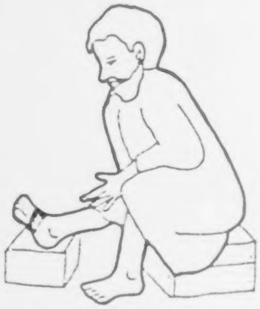
- Ask the household head and the family the following questions. Their answers will tell you if any household members have no feeling in the hands or feet.

Has any person in the family lost feeling in either the hands or feet or both?

Does any person in the family injure or burn his or her hands or feet often?

- If the answers to these questions tell you that a person has lost feeling in his or her hands or feet, speak to that person. Observe him or her.

Then do the following tests to find out if the person has this disability.



How to test a person for loss of feeling

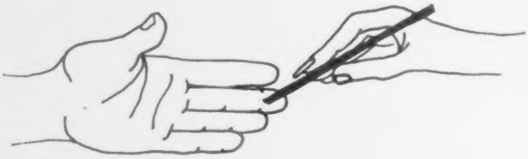
- First test the person's hands.

- Take a piece of straw, paper or cloth, a leaf, or a pencil.

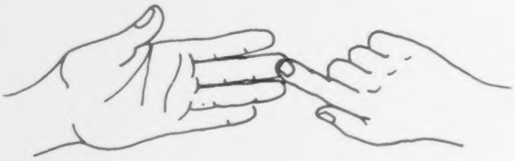
Tell the person that you are going to touch the skin at a place on his or her hand with, for example, the straw.

Tell the person to keep his or her eyes closed during the test.

- Touch one place on the person's hand. Then ask the person to point to the exact place where he or she felt the straw.



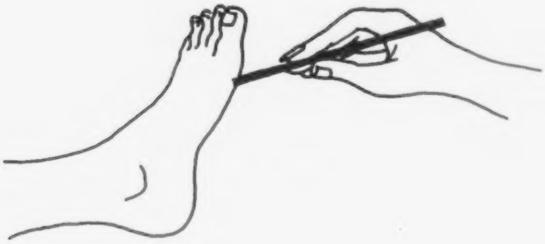
If the person points to the correct place, then you know that he or she has feeling in that part of the hand.

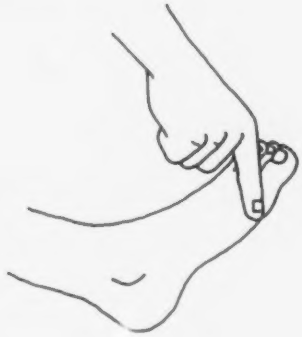


If the person does not point to the correct place, repeat the test. If the person cannot point to the correct place three times, then you know that he or she has no feeling in that part of the hand.

- Now test all the different parts of the hands for loss of feeling.

- Next test the person's feet in the same way.





- When you find that a person has no feeling in part of his or her hands or feet, do as follows. Ask the person and the family whether he or she has seen a health worker about the disability. Also find out whether the person has medicine to take.

If the person has not seen a health worker or has no medicine to take, refer the person to the health worker.

- Then test every household member in the same way.

People who show strange behaviour

- Training Package 19 has information about the problems of a person who shows strange behaviour.

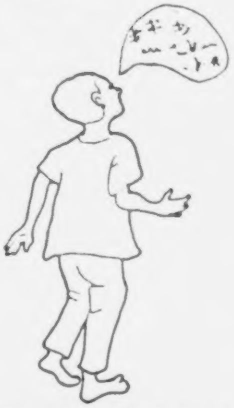
This disability is found mostly in adults. People with this disability have grown up just like other children until their behaviour changed at an older age. When they were children, they may have gone to school.

- Ask the household head and family the following questions. Their answers will tell you if any household members show strange behaviour.

Has anyone in the family changed so much that now he or she behaves like a different person?

Does the person not talk to anyone any more?

Does the person talk much more than before?



Does the person become excited or angry for no reason or frighten other people?

Does the person hear voices that other people do not hear or see things that other people do not see?

Has the person stopped keeping clean? Has he or she stopped dressing properly?

Does the person speak or move around in a strange way?

■ If the answers to these questions tell you that a person in the household shows strange behaviour, speak to that person. Observe him or her to check that the answers to these questions are correct. If they are, then you know that the person has this disability.

■ When you have identified a person who shows strange behaviour, find out if the person has seen a health worker. Find out also whether the person has medicine to take.

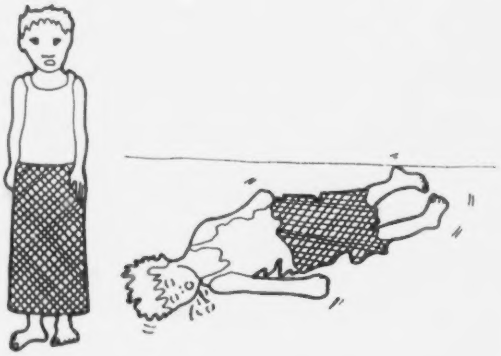
If the person has not seen a health worker or if he or she does not have medicines to take, ask the person to see the health worker.

People who have fits

■ Training Package 21 has information about what happens when a person has a fit and what a fit looks like. Read this again if necessary.

■ Ask the household head and the family if any member has fits. Describe what happens during a fit to make sure that the family understands the disability.

People who have fits may often be injured or burned when they fall down during a fit. If you have seen that a person in the family has many scars from injuries and burns, ask if the person has fits.

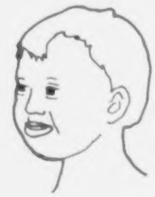


■ When you have identified a person who has fits, ask the person and the family whether they have seen a health worker about the fits. Also find out whether the person has medicine to take for the fits.

If the person has not seen a health worker, or does not have medicine to take, ask the person to see the health worker.

People who have difficulty learning

■ Training Package 22 has information about the problems of people who have difficulty learning. Read this again if necessary.

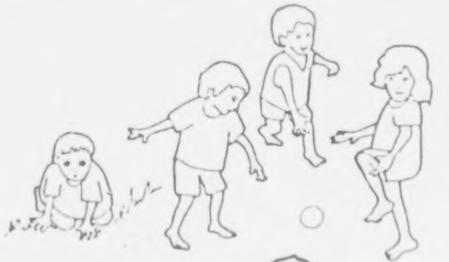


■ A person who has difficulty learning may look different from other people. The person may not be fully grown or may have a small head. He or she may have narrow, slanted eyes placed far apart and a flat nose. The person may have a small mouth and a big tongue, and because of this the mouth stays open and the tongue sticks out. He or she may have short fingers, and the back of the head may be more flat than usual.

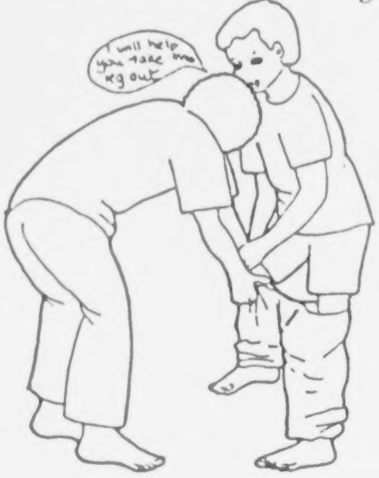
A person who has difficulty learning is always slower at understanding and doing things compared with other people of the same age. He or she may have had this disability from birth or from a very young age.

■ Ask the household head and the family the following questions. Their answers will tell you if any members have difficulty learning.

Is there a child in the family who cannot learn to do the things that other children of the same age do?



Is there a child who, when compared to other children, has been slow in learning to sit up, stand, walk, speak, eat, or dress? Is there a child in the family who has not learned to do these things at all?


I will help you take one leg out

Does any person appear to be backward, dull, or slow when compared to others of the same age?

Is there an adult who does not do the things that other adults do?

■ If the answers to these questions tell you that a person in the household has difficulty learning, speak to that person. Observe him or her. Compare the person with others of the same age.

When you did the tests for seeing, hearing, and moving, you may have seen that this person had difficulty understanding your questions. You may also have seen that this person was slow to follow when you asked him or her to move.

■ If the person does the same things as others of the same age, you will know that he or she has no difficulty learning.

■ If the person is slower than others of the same age or cannot do the activities that they do, then you know that he or she probably has difficulty learning.

People with other disabilities

■ While visiting households, you may find people who have other disabilities that are not mentioned in the Manual.

The following is a list of some other disabilities:

Disabilities caused by difficulties in breathing.

Disabilities caused by chest pains and heart diseases.

Disabilities caused by burns and skin diseases.

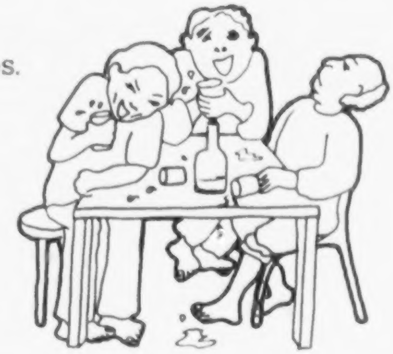
Disabilities caused by drinking too much alcohol.

Disabilities caused by taking addictive drugs.

Disabilities caused by poor nutrition.

Disabilities caused by difficulty controlling the passage of urine and faeces.

Disabilities caused by lip and mouth deformities.



■ If you meet people with these or other disabilities that have not been mentioned above, list the person on Form 1 as having "other disabilities".

People with more than one disability

- Some people have more than one disability. For example, a child who has difficulty learning may also have difficulty moving or speaking. Or a child who has fits may also have difficulty learning, hearing, and speaking. Or an adult who has no feeling in the hands or feet may also have difficulty moving.

Record all the disabilities that a person has on Form 1.

How to record your household visits

- When you visit a household, you will need to keep a record of your visit. Use Form 1 given on page 36 of this guide. Write down on the Form the number of the household (look at your map), your name, the name of the household head, and your area in the community. There are spaces on the form where you can write down this information.

- Meet each member of the household. Find out and write down on the form the total number of people in the household and the number of females and males.

- Using the questions, observations, and tests mentioned (pages 23 – 35), you may have identified one or several household members with disabilities. Write each person's name on the form in the column next to the question about the disability.

- Write down the person's age and sex and for how long the person has had the disability.

- If a person has more than one disability, write the person's name next to all the disabilities that he or she has.

- If there is more than one person with the same disability, write all the names in the same space next to the question.

- If there is no one with a disability, go to the next household.

- When you have found a member of a household who has disability, use Form 2 (pages 38 – 40). Using Form 2 you will be able to describe in detail what the person can and cannot do. The next step is to find out if the person needs training.

- While visiting households, you may meet people who are ill and not disabled. When you meet a person who is ill, refer him or her to the health worker.

Form 1: To record household visits in order to locate people with disabilities

Number of household (see your map) ____ Your name ____________________

Name of household head ____________________ Area ____________________

Total number of people in household ______________ Under 15 years ____________

Over 15 years ____________

Females ____________ Males ____________ Date ____________

■ Ask the household head and other family members the following questions about each household member. Also carry out the disability tests on each person in the household when necessary.

■ Write the answers in the columns provided.

Question	**Name of household member with this disability**	**Age**	**Sex**	**How long?**
1. Does any person have difficulty seeing?				
2. Does any person have difficulty hearing or speaking?				
3. Does any person have difficulty moving?				
4. Does any person have no feeling in the hands or feet?				
5. Does any person show strange behaviour?				
6. Does any person have fits?				
7. Does any person have difficulty learning?				
8. Does any person have any other disabilities? Name and describe the disability, if you know what it is, next to the person's name.				

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Finding out if a person needs training

- When you have found a person with a disability, the next step is to find out if that person needs training. The answers you write on Form 2 (pages 38 – 40) tell you if a person needs training.

Later you will also use Form 2 to assess the progress made by the person who is having training.

- Fill in Form 2, one for each person with a disability.

- At the top of the form, write the person's name. Then answer all the questions 1 – 23.

Write the date of the day you fill in the form in the appropriate square. This is called the assessment date. As you can see, the squares form a "staircase." If the assessment date is at the top of the staircase (when the answers to the questions are either "Alone", "Easily", "Very rarely or not at all", "Yes", or "Full-time job"), the person has no difficulty with this activity. Therefore the person does not need rehabilitation training.

If the answer and assessment date are at the bottom or the middle of the staircase, then the person needs training to do the activity. Include such a person in the rehabilitation programme.

- To do the assessment correctly, ask the person to do the activity that is named in each question. Observe the person and then fill in the correct square.

- If the question is not appropriate (perhaps breast-feeding, schooling, job), cross out the question.

- If you have any problems filling in the form, ask your Supervisor for guidance.

- You may sometimes find a person who is having training at home already. If this is so, try to assess the progress that has been made by this training up to now. If the training seems successful let it continue. Go to the house from time to time to encourage the person and the family.

People who may not be helped by training

- A person may have had a disability for a very long time and may be totally dependent on other people. This person may have stopped joining in family and community activities. The person may have stopped responding to what others say or to what happens around him or her. It is possible that such a severely disabled person will not benefit from using the training packages.

It may be that a child is born with such a severe disability that he or she cannot benefit from using the training packages.

- However, it is rare to meet a person who is so severely disabled that he or she will not benefit from training. As a rule, think first how you can help to give all people the training that they need.

Form 2: To find out if the person needs training and to assess progress

Name of person with disabilities: ______________________ Disability ______________

1. Feeds himself or herself? (including eating and drinking)	Alone	☐
	With some help or sometimes	☐
	Not at all	☐
2. Keeps himself or herself clean? (including washing, bathing, and cleaning teeth)	Alone	☐
	With some help or sometimes	☐
	Not at all	☐
3. Uses the latrine?	Alone	☐
	With some help or sometimes	☐
	Not at all	☐
4. Dresses and undresses?	Alone	☐
	With some help or sometimes	☐
	Not at all	☐
5. Understands simple instructions?	Easily	☐
	With difficulty	☐
	Not at all	☐
6. Expresses needs?	Easily	☐
	With difficulty	☐
	Not at all	☐
7. Understands movements and signs for communication?	Easily	☐
	With difficulty	☐
	Not at all	☐

8. Uses movements and signs for communication which others understand?	Easily	☐
	With difficulty	☐
	Not at all	☐
9. Lip reads?	Easily	☐
	With difficulty	☐
	Not at all	☐
10. Speaks?	Easily	☐
	With difficulty	☐
	Not at all	☐
11. Sits? (including sitting up from lying down)	Alone	☐
	With help	☐
	Not at all	☐
12. Stands? (including standing up from sitting)	Alone	☐
	With help	☐
	Not at all	☐
13. Moves inside the home (including walking, crouching, crawling, or using trolley)	Alone	☐
	With help of a person	☐
	Not at all	☐
14. Moves around the village? (including walking, crouching, crawling, or using trolley)	Alone	☐
	With help of a person	☐
	Not at all	☐
15. Walks at least ten steps?	Alone	☐
	With bars, frame, crutches or cane	☐
	With help of a person	☐
	Not at all	☐

16. Has aches and pains in the back or the joints?	Very rarely or not at all	☐
	Sometimes but can still work	☐
	Disturb work but not sleep	☐
	Disturb sleep	☐
17. Breast-feeds and grows like other babies?	Yes	☐
	No	☐
18. Plays like other children of the same age?	Yes	☐
	No, plays like children below his or her age	☐
	No, does not play at all	☐
19. Goes to school?	Yes, does normal school work	☐
	Yes, but does school work below his or her age	☐
	Yes, but does not do school work	☐
	No	☐
20. Joins in family activities?	Yes	☐
	Sometimes	☐
	Not at all	☐
21. Joins in community activities?	Yes	☐
	Sometimes	☐
	Not at all	☐
22. Does household activities?	Yes, all	☐
	Some, but not all	☐
	None	☐
23. Has a job or has an income?	Full-time job or income adequate for his or her needs	☐
	Part-time or seasonal job or some income	☐
	No job and no income	☐

- If you do meet a person who cannot benefit from training, find other ways to help this person.

Speak with the family and discuss the problems that they may have. Try to find solutions to their problems. The community can do much to support these families. If community support is needed and wanted, arrange for it. Offer the family your help and advice when they need it and ask for it.

Choosing training packages

- After you assess the person, you need to choose the training packages to give to the family member who will train the person. This family member is called the "trainer". How to find, teach and supervise a trainer is described on pages 47 – 52.

- Often, if the person with a disability is an adult, he or she can do the training without the help of a trainer. Then give the training packages directly to the person. The person is his or her own trainer.

Training packages for information

- First give the family the training package that contains information about the person's disability.

The training packages with information about the various disabilities are the following:

Difficulty Seeing	Training Package 1
Difficulty Speaking and Hearing or Speaking and Moving	Training Package 4
Difficulty Moving	Training Package 8
No Feeling	Training Package 17
Strange Behaviour	Training Package 19
Fits	Training Package 21
Difficulty Learning	Training Package 22

Sometimes the person may have more than one disability. Then choose the package with information about the disability that causes the most difficulty. For example, the person may have difficulty learning together with fits and difficulty moving. If difficulty learning causes most problems start with Training Package 22.

- When the family has read the package with information about the person's disability, discuss the contents with them. If they have questions, try to answer them. If they have not understood, give them more explanation. If they are worried about the person's disability or the training, try to make them more confident.

- Then give the family one copy of the package to begin training the person.

Training packages for prevention

- There are five training packages to prevent disabilities from getting worse. The family of the person you are assessing may need one of the following packages.

- *Training Package 9 to prevent deformities of the arms and legs.*

If the person is not able to move his or her arms or legs without help, give this package to the family.

- *Training Package 10 to prevent sores from pressure on the skin.*

A person who cannot move his or her legs and body may not have feeling in the legs and body.

Test the feeling on the legs and body in the same way you test the feeling on the skin of the hands and feet.

If the person does not have feeling on the legs and body, give this package to the family.

- *Training Package 16 for exercises for weak, stiff, or painful arms and legs.*

If the person has weakness, stiffness, or pain in one or both arms, or in one or both legs, give this package to the family.

- *Training Package 18 to prevent injuries and deformities of the hands and feet.*

If the person has no feeling in the hands and feet, give this package to the family.

- *Training Package 26 for play activities.*

If a child is slow in development, or has difficulty with seeing, hearing, moving, or learning, give this package to the family.

- If the person you assess has one of these problems, first give the family the package with information about the disability. Then give the family the training package for preventing the disability from getting worse.

After the family is able to use the training package for prevention, they may need other training packages. They may need to train the person to do activities such as eating, dressing, moving around, and so on.

- If the person you assess does not have one of these problems, choose a training package for the activities that the person needs to do.

Training Packages for training in activities

- There are training packages for all of the activities listed in the 23 questions on Form 2.

Some of the training packages are for only one kind of disability. For example, Training Package 3 is for training a person who has difficulty seeing to move around.

Some of the training packages are for all disabilities. For example, Training Package 29 is for training a person with any kind of disability to do household activities.

- Form 2 shows which activities a person cannot do. Look at Form 2, which you have filled in for a person. Each answer where the date is not at the top of the staircase tells you that the person cannot do the activity. The person needs training for the activity.

- The chart on pages 44 – 46 helps you to choose which training packages the person needs for training in those activities which he or she cannot do.

How to use the chart

- Look at the first column of the chart (pages 44 – 46). The questions are the same 23 questions that are on Form 2.

In the next eight columns are listed the disability groups (as they are on Form 1).

- For each person for whom you are selecting packages, look first to find the column with his or her disability.

Then look one at a time at the activities that he or she cannot do.

- There are squares at the crossing of each disability group and each activity that the person cannot do. In these squares you will find the numbers of the training packages to be used.

- Now go to Form 3 on page 71. Form 3 is a record form which you will keep for each person. At the top fill in the name of the person. Next write the number of each package that you will need to use.

- When you give a package to a trainer, write the date in the first column. Do this each time you give out a package to the trainer. The guidelines given on page 47 will help you choose the order in which to give the packages.

- The end of a training programme is when the trainer and the person stop using the package. At this time enter the date in the first column and record what has happened under comments.

Chart: How to choose the training packages

	DISABILITY							
Difficulty	SEEING	HEARING SPEAKING	MOVING	NO FEELING	STRANGE BEHAVIOUR	FITS	LEARNING	OTHER DISABILITY
1. Does not feed himself or herself alone?	2		14				23 24	
2. Does not keep himself or herself clean alone?	2		14				23 24	
3. Does not use the latrine alone?	2		14				23 24	
4. Does not dress and undress alone?	2		14				23 24	
5. Does not understand simple instructions easily?		5 6						
6. Does not express needs easily?		5 6 7						
7. Does not understand movements and signs for communication?		5 6						

	DISABILITY							
Difficulty	SEEING	HEARING SPEAKING	MOVING	NO FEELING	STRANGE BEHAVIOUR	FITS	LEARNING	OTHER DISABILITY
8. Does not use movements and signs for communication which others understand?		5 6						
9. Does not lip read?		5 6						
10. Does not speak?		5 6 7						
11. Does not sit alone?			11					
12. Does not stand alone?			12					
13. Does not move inside the home alone?	3		13					
14. Does not move around village alone?	3		13					
15. Does not walk more than 10 steps alone?	3		13					

	DISABILITY							
Difficulty	SEEING	HEARING SPEAKING	MOVING	NO FEELING	STRANGE BEHAVIOUR	FITS	LEARNING	OTHER DISABILITY
16. Is not free from aches and pains in the joints?			15					
17. Is not breast-feeding or growing like other babies?	25	25	25			25	25	25
18. Does not play like other children of the same age?	26	26	26	26		26	26	26
19. Does not go to school like other children of the same age?	27	27	27	27		27	27	27
20. Does not join in family activities?	29	29	29	29	29	29	29	29
21. Does not join in community activities?	29	29	29	29	29	29	29	29
22. Does not do household activities easily?	30	30	30	18 30	30	30	30	30
23. Does not work full-time or has not enough income to support himself or herself?	28 31	28 31	28 31	18 28 31	28 31	28 31	28 31	28 31

How to choose the order of the training packages

- When you have chosen which packages to give, you will need to choose the order in which to give them.

- Often the person you assess will need training for more than one activity. Follow these guidelines to choose the order in which you will give the training packages:

- If the training is for a baby, give the mother the package on "Breast-feeding" and the package on "Play Activities".

- If the training is for a child, give the mother "Play Activities".

If the child needs other training packages, ask the family in which order they would like the child to learn other activities. Give the packages in that order.

When the child is able to do activities in the home, talk to the family about schooling for the child. Give the family the package on "Schooling".

- If the training is for an adult, the person may need to learn to communicate, to do self-care activities, or to move around. Ask the person and the family in which order they would like to do the activities. Give the packages in that order.

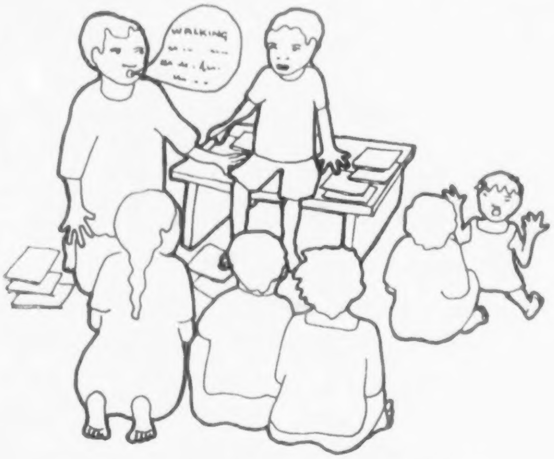
After the person is able to do these activities, give the person and the family the packages for "Social Activities", "Household Activities", and "Jobs".

Finding and teaching a trainer

- A trainer is a family member or a friend who is responsible for the training of a person who has a disability. The trainer is supervised by you, the Local Supervisor.

- Explain to the family of the person with a disability how he or she can have training using the training packages. Tell them that the whole family together must help with the training but that one of them should be the trainer.

If no one in the family is able to be a trainer, look among friends and neighbours to find a trainer.



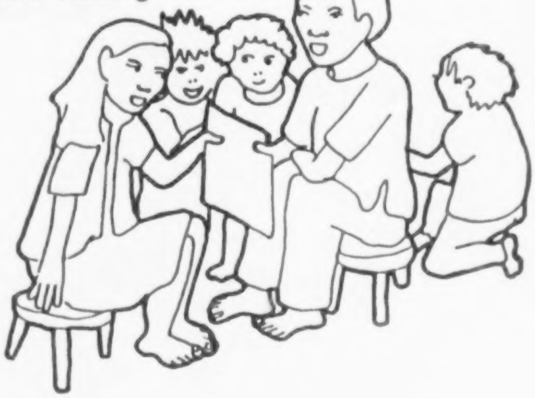
- It is best if the trainer can read and understand the training packages. If the trainer cannot read, find someone else to read and explain the instructions in the packages to the trainer.

Subjects to discuss with the trainer and the family

■ It is most important that a trainer is motivated to want to train the person with a disability. You can do much to motivate a trainer by explaining exactly how the training will help the person live a better life.

Explain how the training will help the person live like everybody else with family and friends.

■ Training will also help the family. As the person becomes more independent, there will be less need for the family to provide constant help. Also training a person could benefit the family if the person is able to do household activities or to earn an income.

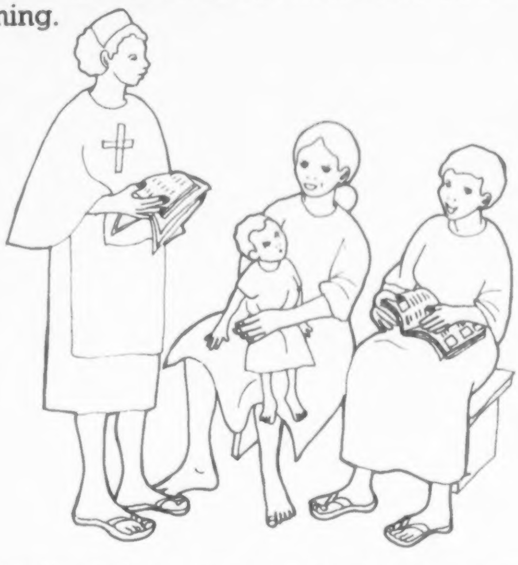


■ Talk with each trainer and with each family. Ask them how they feel about training the person. They may have beliefs that make it difficult for them to follow the instructions in the training packages. The family may think that the disability is a curse. They may think that it is better to do as little as possible about it. If so, discuss these beliefs with them. Go on to discuss why the person needs to have the training.

■ Ask if the person is already being treated for his or her disability.

If the person is already being treated, talk to the person who is giving the treatment. Then the family and the person being treated can decide with the person giving the treatment what is best in training and treatment.

If you are not sure about what is the best treatment and training, talk to your Supervisor about it.



How a disability may affect people

■ Many people with disabilities and their families live in hope that one day the person will be cured. Because of this, some people do not want training to be more independent. When you meet a person like this, explain to him or her and the family that the disability will not go away.

It may be difficult for people with disabilities and their families to accept that a disability will not go away. Use tact and patience. Choose a good time to tell them so that they will not be too upset. Once they know this, they may need your support and guidance.

- Tell people with disabilities and their families that a person's life can be happy in spite of a disability. Tell them about the activities that a person can do even with a disability. Help them understand that people with disabilities are equal members of their families and communities and can also live happy and useful lives.

- Some parents believe that having a child with a disability is a punishment from God or that the cause of a disability is evil. Some parents also think that a disability is caused by touching or looking at a person with a disability. These parents may not want to do anything to help their children with disabilities.

If this is so, explain to the parents the exact cause of their child's disability. Explain to the parents what the child can learn to do even with the disability. Help them understand the benefits of training their child. Training will give their child a better, happier, and more independent life. It will also make family life easier for them.

- People who suddenly become disabled may find it difficult to accept their dependency. For example, a person may not be able to do the activities he or she liked to do before, such as play games or read. Naturally, this makes the person unhappy.

When you meet a person like this, help the family find ways to do what the person liked to do before. If this is no longer possible, help the family and the person to develop new interests.

- The behaviour of some people who have had disabilities for a long time may change. Their behaviour may change in the ways described:

- They may expect constant attention from their family and friends.

- They may easily become irritable, angry, or aggressive.

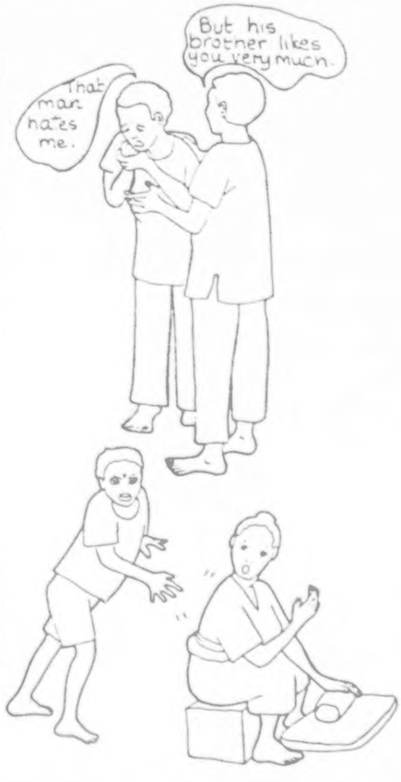
- They may easily become depressed and sad or cry easily.

- They may feel punished or not equal to other people. They may lose faith in themselves.

- They may have problems sleeping.

- They may have sexual problems.

- The behaviour of children who have disabilities may also change in the same ways. Some children may begin to take things that belong to others. Some may be much more active than other children or aggressive towards other members of the family. A child like this can be difficult for a family to live with and to understand.


But his brother likes you very much.
That man hates me.

- Keep these things in mind when you are working with people who have disabilities, their trainers, and their families. Help them understand that the child behaves like this because of the disability.

- Even if you take a lot of time to explain how the training will help, some people with disabilities will not want the training. For example, an elderly person may have already been helped for many years by his or her family. The person has become so used to getting help that he or she does not want to change habits.

- Another reason for not wanting training may be that the person with the disability is a beggar. Some beggars earn enough for their daily needs and sometimes also enough for their families. For this reason the person may not want to change his or her begging habit. It might be difficult for this person to accept training for a job in the community.

If you meet a person like this, talk with your Supervisor about what to do. You may have to leave this person alone for some time.

- Do not try to start training any adult with a disability if he or she does not want training. Do not try to start training any child if the family does not want training.

Later the person and the family may change. They may go and see a person with a disability who has been successfully trained. They may be told by their friends or neighbours that there is no reason to be afraid. So they may ask for training.

Go back from time to time to keep in touch with such people. In this way you will find out if they change their mind.

How to teach a trainer

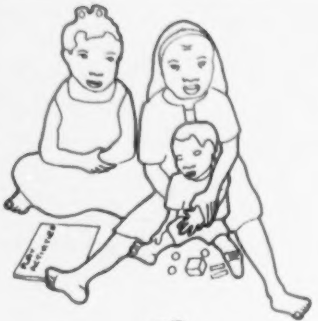
- You can teach each trainer individually when you make a home visit, or you can teach a group of trainers together.

- First show the trainer the training package with information on the person's disability (see the list on page 41). Explain how the package is arranged. Explain the contents of the package. Then give the package to the trainer for a few days to read.

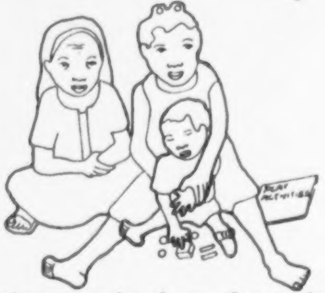
- When you come back, discuss the package with the trainer. Answer any questions that the trainer may have. Check that the trainer has understood everything. Explain how the trainer should use the package to inform the family.

- Then teach the trainer to use the next training package that the person should use.

Read through the package with the trainer and explain any instructions and drawings that he or she does not understand.



- Show the trainer how to train the person following the instructions. Pay special attention so that you set a good example in the way that you speak to the person with the disability. Your own behaviour is likely to be imitated by the trainer. Be patient and kind. Do not treat adults as children. Be polite to elderly people.



- Ask the trainer to show you that he or she can follow the instructions. Make any necessary corrections.

- Later, if you find that the trainer has forgotten anything, again show the trainer how to train the person.

- Tell the trainer to teach the person only one activity at a time. The trainer should be patient until the person can do that activity. Only then should they go on to the next activity.

- The trainer should train the person every day at the same time of the day, when the person is not tired. The trainer should try to do the training when it is natural to do that activity. For example, teach eating and drinking at mealtimes. Teach dressing in the morning and undressing in the evening.

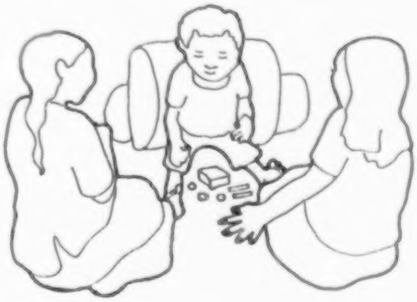
- Tell the trainer how important it is to give the person confidence. When the person does something well or learns to do a new step or activity, the trainer should tell the person that it is good. This will give the person confidence so that he or she will want to learn more.

- The trainer should understand that some results of training may show quickly, but other results may require several months or even years of training. When a person has severe difficulty learning, hearing, or speaking, he or she should not expect quick results with training.

How to guide and supervise a trainer

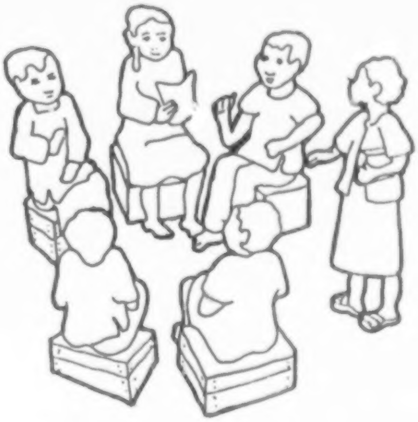
- About 1 week after the start of the training go back and visit the family to find out how the training is going.

- Ask the person and the family to show you what they did during the first week. If they had any problems, discuss these with the trainer. Make any necessary corrections.



- Ask how many times the trainer has trained the person since your last visit.
- Remember to show how pleased you are when they have done the training correctly.
- It will be too early to see any results after such a short time. Explain this to the person and to the trainer. Also tell them that progress will probably be slow and may not be seen immediately.
- After this visit decide when you will make the next visit. Go back after 1 week if you think that the trainer and the person will need more help. Or go back after 2 weeks if the training is going well.
- After several weeks when you feel that the trainer is doing well without you, visit the family less often, perhaps once every 2 weeks.
- After the training has continued for some time, the person and the trainer may think that the person has learned an activity. Perhaps they want to stop the training. If so, it is time to use the "Results" in the training package to check how the person is progressing.

If the trainer cannot read or write, offer your help in filling in the "Results".



- Give the trainer and the person new training packages when they need them.
- You will need to motivate the trainers from time to time. It may be helpful for the trainers to meet together to talk about what they have done. At this meeting the trainers can also discuss any problems they may have had and how the problems were solved. If some trainers still have problems, they can help each other to find solutions.

The trainers could also visit some other homes and show each other examples of successful training.

Arrange meetings like this at least every 3 months and join in the discussion.

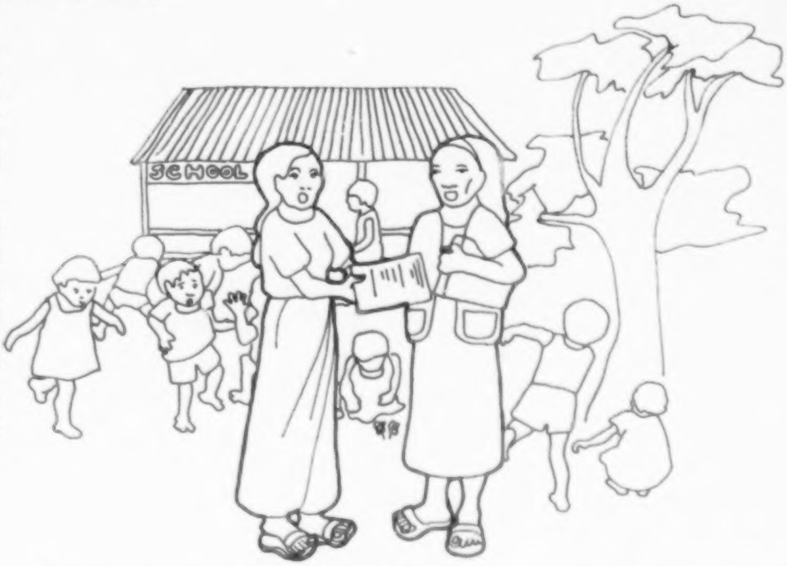
Arranging schooling for children with disabilities

■ When you have started the training at the homes of all the people with disabilities in your area, make a list of all the children who need schooling. On the list write their names, their ages and the disabilities they have. Find out and write also the nearest school for each child, or the school that the child would normally go to.

■ Meet the Head Teacher at the school. Discuss with the teacher how to make it possible for the child to go to that school.

Show the Head Teacher the Guide for Schoolteachers and discuss how it can be used to give children with disabilities schooling.

When the Head Teacher agrees that the child should start schooling, ask to meet the Class Teacher who will be responsible for the child. Show the Class Teacher the Guide for Schoolteachers and discuss how it can be used to give the child schooling. Give the Class Teacher the Guide to read. Ask him or her to give it to other teachers in the school to read.



In this way arrange for every child on your list to start schooling.

■ Sometimes a Head Teacher or a Class Teacher may not agree at first to give a child schooling. Explain to the teacher why it is important for the child to have schooling. Explain clearly how this can be done using the Guide for Schoolteachers.

If you still have difficulty, speak to your Community Rehabilitation Committee and your Supervisor about it. Ask for their help in arranging schooling for any child for whom you have difficulty arranging schooling.

■ Sometimes a teacher may say that he or she needs help. The teacher may feel that there are already too many students in each class without adding another one who has a disability. Suggest that the teacher asks the community for a voluntary helper. Perhaps 2 or 3 community members would be willing to take turns helping at school.

■ The teacher will need to prepare the classmates and the parents before the child with a disability joins the class. How to do this is described in the Guide for Schoolteachers.

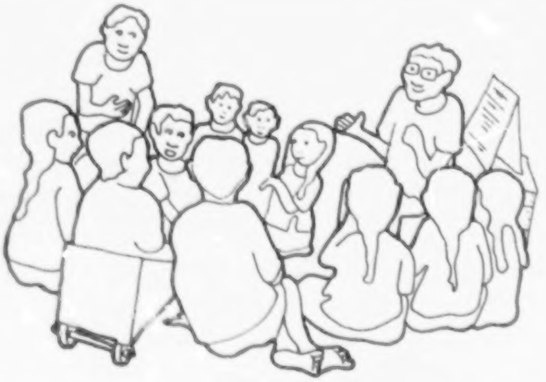
■ When a teacher has a child with a disability in the class, the teacher will need to read the training packages given to the family. Then the teacher will understand what the family does at home. Give these packages to the teacher and explain them.

■ Ask the family to invite the teacher to come and see the child at home and see his or her training. Tell them to discuss how the school and the family can work together to get the best results for the child.

■ Meet each teacher who has a child with a disability in his or her class from time to time. Ask the teacher if there is anything that you can do to help the children with disabilities.

Ask the teacher how the other schoolchildren behave towards the child with the disability. Sometimes other children are not as kind and helpful as they should be. So the child with the disability may not want to go to school.

Discuss with the teacher how to change the attitudes of the other children. Ask the teacher to speak to the other children and explain to them why they must behave well and accept the child with the disability. Discuss with the teacher also whether it would help to speak with the parents of the children who make problems. If the teacher thinks it could help, decide which of you will speak with the parents.



■ Sometimes there is a possibility to teach a child who cannot see a special way of reading and writing called "Braille". Braille consists of letters that stand out as small points above the level of the paper. These points are marked on the paper by a small press. It may take about 1–2 hours per day during four months to learn how to use Braille. Ask your Supervisor if it is possible to get this help for children who do not see.

■ If you have difficulty about schooling for a child who does not speak or hear, ask your Supervisor for help. It may be possible for you to learn the sign language used for people who cannot hear. If so, it may be possible for you to arrange for the teacher, the family and other children in the class to learn it. It may take about 1–2 hours per day during four months to learn a simple sign language. In this way, you, the teacher, some classmates and the family can communicate with the child who does not hear or speak.

■ If there is a preschool group in your community, you should visit it. Find out if it is possible for the preschool group to take young children with disabilities. Explain to the Head Teacher that this will help children with disabilities to get ready for schooling. Ask the Head Teacher to take one or two children with disabilities to see how this works. More explanations are given in the Guide for Schoolteachers.

Arranging jobs for adults with disabilities

■ First start the training programmes at home for all the people who need them and arrange schooling for all the children who need it. Then you need to find jobs for all the adults with disabilities who do not have an adequate income.

■ A person with disability who is of the age group in which most other people work, should do a job and earn an income. You have read Training Package 30 "For a Family Member of a Person with a Disability: Job Placement." This explained to you why it is important that people with disabilities work and earn an income. If necessary read the package again.

Why a person with a disability should do a job

■ Doing a job makes a person feel useful. A person who works feels that he or she is helping himself or herself, the family, and the community.

■ A person who works can use the payment that he or she gets to take care of the family or to help the family.

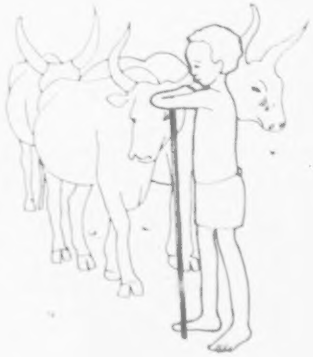
■ A person who works is important to his or her family. Both the family and the person need to know this.

People who have disabilities may have difficulty going to another village or town outside the community for work. This may be because they must live with their family. Or it may be because they have difficulty moving or seeing. Or it may be because they become very tired if they have to go far every day for work.

For these reasons, it is better that you try first to find jobs in your community for people with disabilities.

When should a person with a disability start working?

■ A child with a disability should do what other children of the same age do to prepare themselves for a job. For example, when they are not in school children help at home in the household. They may look after younger brothers and sisters, look after animals or go with parents to the field. Let young children with disabilities follow the same pattern. Then as they grow up they will be prepared to do a job.



■ A person with a disability may have become disabled before he or she worked. The best time for that person to start a job is after he or she has finished the training programme at home and finished schooling.

- A person with a disability may have worked before he or she became disabled. Therefore, the best thing for that person is to try to go back to the job he or she did before. The person should go back to work after he or she has finished the training programme at home.

- You can help the person, if necessary, by visiting the place where the person used to work. Talk with the employer about the person. Ask the employer to let the person do the work he or she did before.

- If this is not possible, try to find another job with the same employer.

- Or try to find another place where the person can do the work he or she did before.

- If this is not possible, the following steps describe how to find a new job for the person.

Step 1. Prepare a list of suitable jobs for people with all kinds of disabilities

- Your first step is to prepare a list of jobs that can be done in your community and are suitable for people with disabilities.

- Pages 3 to 11 of Training Package 30 show an example of a list of jobs that can be done in many communities. Use this as a guide. For your own list choose only jobs that can be done in your community.

No.	LIST OF JOBS
1	Growing vegetables and fruit
2	Watering plants
3	Selling vegetables and fruit
4	Fishing and fish farming
5	Milking cows
6	Pounding, grinding and sifting grain
7	Brick making
8	House building
9	Metal work
10	Tailoring

Also, add to the list jobs that have not been mentioned in the list but can be done in your community.

- Look around your community and find out what jobs are being done by people without disabilities. Look around workplaces that employ people without disabilities. There may be farms, factories, cooperatives, skill centres, community centres, and other enterprises that provide jobs. Talk to employers at these places and tell them about the rehabilitation programme. Ask them if they would employ people with disabilities. If they agree, put those jobs on your list.

If they do not agree to begin with, explain to them why it is necessary to give people with disabilities the opportunity to work. Try to convince them to offer work to people with disabilities. If you still have difficulty doing this, ask your Supervisor or your Community Rehabilitation Committee for help.

■ Do not include a job on your list if you are not certain that it will bring the person an adequate income.

Avoid jobs that require raw materials that are not easily available in your community. For example, do not include pottery making unless you have a local supply of clay.

Avoid jobs that make products that have to be sold outside the country. One day this product may no longer be made and the people who do those jobs will have problems.

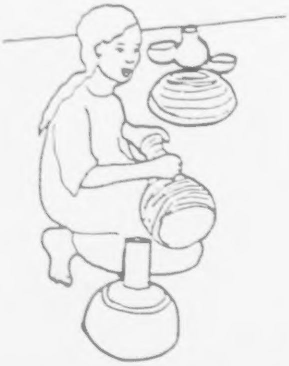
Avoid jobs that make products that have to be transported over long distances to be sold elsewhere. One day there may be problems with the transport. Or the costs of transport may increase. Or a local enterprise may be able to sell the same products at a lower price. For these reasons, include on your list jobs making products that can be sold on the local market.

Include on your list first of all jobs that the community can support and that help to make the community independent.

Avoid jobs that depend too much on organizations outside your community. For example, a charity organization from another country may offer to help a person with disability do a job. They may offer to buy handicrafts that the person makes and they may offer to pay more than these handicrafts are worth. One day this charity organization may have no more money or may leave your country. Then the person will have no job and no income.

■ Next, discuss your list with other people in the community who know about jobs. You can discuss your list with the Community Rehabilitation Committee. You may then find out that some jobs you have included on the list do not bring much of an income. Some other jobs may not be a good solution. For instance, a village may already have several tailors, and there may not be enough work for all of them. Then it is not a good solution for a person with a disability to become a tailor.

On the other hand, there may be jobs that are not yet being done, but are needed in your community. For example, there may be a lot of pottery sold at your market. But although there is clay in your area, the pottery may be made outside your community and sold at your local market. Then it might be a good idea for some people with disabilities to start making pottery in the community and selling it at the market.



Another example is to rent or repair bicycles. The members of your community may have to go away to the next village or town to rent a bicycle or have it repaired. If so, it may be a good idea for a person with disability to start to rent and repair bicycles.

- Remove or add jobs to your list according to your discussions with others.

- Your list will not be a final one. After some time you may hear of other examples of jobs that are done by people with disabilities in other communities. You can also add to your list new jobs in order to provide the community with new goods or services in the future. Therefore change your list about once a year.

- You will use your list in the following way: Take the list with you when you visit families who have Training Package 30. Tell them that examples are included in the package. Ask the person with a disability and the family to look through your list together with the package. Step 4 describes how this is done.

Step 2. Make a list of people who need jobs

- Make a list of people in your community for whom you will try to find jobs. On the list write their names, their ages, and their disabilities.

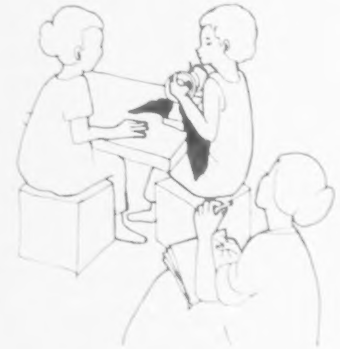
- Give one copy of this list to your Community Rehabilitation Committee. Ask for their help in finding jobs for the people on the list. Discuss with the Committee how together you can find jobs for them following the suggestions in this Guide.

Step 3. Find out about each person's ability to work

- Some people who have disability may not be able to do a job. For example, those who have to spend the whole day in bed because of severe pain cannot work. Those who have several disabilities, such as not being able to use the hands and legs and to speak, may not be able to work.

- Find out if it is possible for each person to work by watching the person at home.

Give the person tasks to do. Start with simple tasks and then make the tasks more complicated. For instance, ask the person to do some household activities. Observe how the person does daily activities and deals with family members and neighbours. Find out what the person can and cannot do. Then you can help the person decide what type of job he or she will be able to do.



A person who cannot do even very simple tasks may not be able to do a job. With such a person, continue with the training programme at home. Always remember that even some people with severe disabilities can start a job and earn an income. Most people with a disability can do a simple job.

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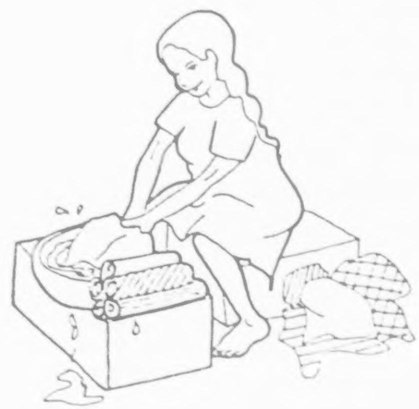
■ If you are unable to decide whether or not a person can do a job, discuss this with your Supervisor. If you are unable to decide what type of job a person may be able to do, discuss this also with your Supervisor. Your Supervisor may know of special centres for people with disabilities. You may be able to refer certain people to these centres for assessment in their ability to work.

■ You may decide that a person with a disability is not able to do a job because of his or her disability. If so, use tact to explain this to the person, the trainer, and the family.

If it is possible for this person to do household work at home, encourage the person to do this. Then the person will be useful to the family. This can also make it possible for another family member to go out to work instead of staying at home.

■ A person may not be able to work or help with household work. If the family is very poor and needs more income, discuss this with the Community Rehabilitation Committee. Ask for their help in finding a job for another family member. In this way you will be helping the person with disability by helping to increase the family income.



Step 4. Help the person to find a job

■ Show the person, the trainer and the family Training Package 30 "For a Family Member of a Person with a Disability: Job Placement." Also show the list of jobs you have prepared for your community (see Step 1). Read these together. Leave them with the person for some days so that he or she can read them and discuss them with the trainer and the family.

■ When you next visit the home, ask the person which job he or she would like to do. Discuss with him or her, the trainer and the family whether this job is suitable for the person. Discuss how the job could be done and what income it will bring. Discuss how the person can get to the place of work and back. Discuss whether training, raw materials, and money are needed to start the job.

If the job is one where the person makes products to be sold, discuss also how to sell them. You will find more about this in Steps 5 and 6.

■ The person may mention more than one job which he or she would like to do. If the person has chosen more than one job, discuss all of these. Then decide which would be best for him or her to try out first.

■ Sometimes a person with a disability may not be interested in doing a job. The person may feel too shy to meet other people outside the house. Or the person may be afraid that he or she will not be able to do the job well. With the help of the family, encourage such a person to try a job. Explain why a job can help both the person and the family.

The person may still not agree. Then tell him or her about people in the community with the same disability who work and earn an income. Take the person to see these people at work. Arrange for them to meet and talk. It may take some time for you to convince certain people to start a job.

■ It may help a person to try a job he or she has chosen before deciding that it is the correct job for him or her.

If the person you are helping to find a job wants to try it out first, arrange for the person to try it.

After trying a job, the person will be able to decide whether he or she likes it and can do it.

■ If you have problems finding a job for any person, ask your Supervisor or your Community Rehabilitation Committee to help.

Jobs that some people with disabilities find difficult

■ Jobs that some people may find difficult to do because of their disability are described in the following pages. If a person chooses to do such a job, explain carefully to the person the problems he or she could have doing that job.

If the person still wants to do it, arrange for the person to go and look at the job being done by others. Let the person talk to others who do the job and discuss how it is done. If the person wants to, arrange for him or her to try doing the job.

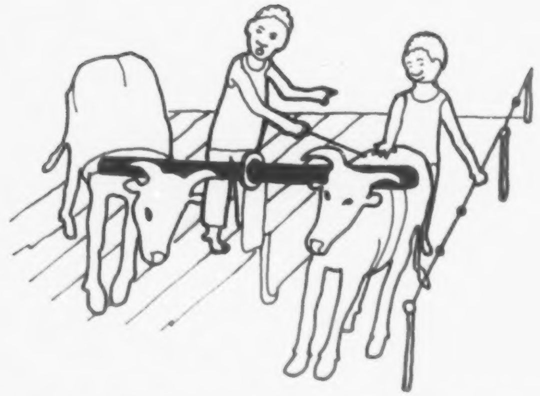
In this way the person will find out for himself or herself whether or not he or she can do that job.

People who have difficulty seeing

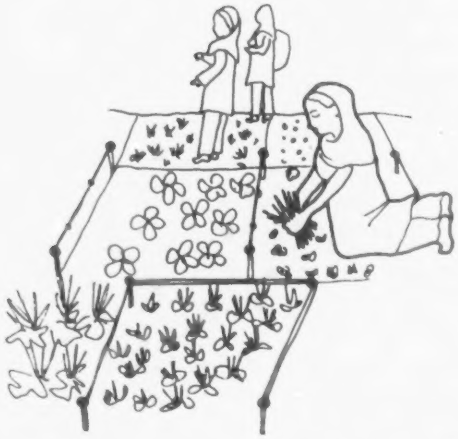
■ Most jobs can be done by a person who has difficulty seeing. Although the person has this disability, he or she uses other senses such as touch, hearing, and smell to do a job.

However, people who have difficulty seeing find it difficult to do some jobs, such as masonry, housebuilding, repairing bicycles, embroidery, some local arts, and transportation.

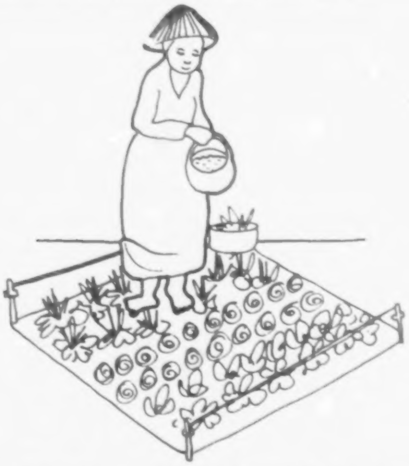
■ On pages 61 and 62 is some information on ways in which people who have difficulty seeing can do certain jobs.



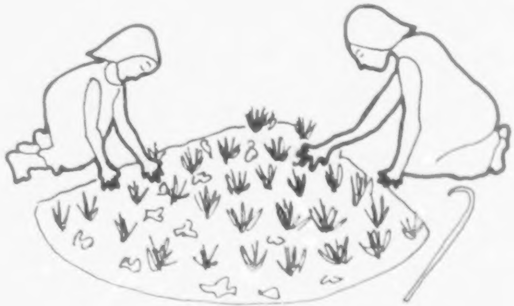
- Ploughing fields. Use ropes to divide the field into rows. The ropes will help guide the person. Make knots in the rope to mark distances and places to remember.



- Growing vegetables and fruits. Use string or rope to mark rows for planting. The string or rope will help guide the person. Make knots in the string or rope to mark distances or places to remember.



- Planting or watering plants. Begin working in the same corner of the field or garden and always work in the same direction.

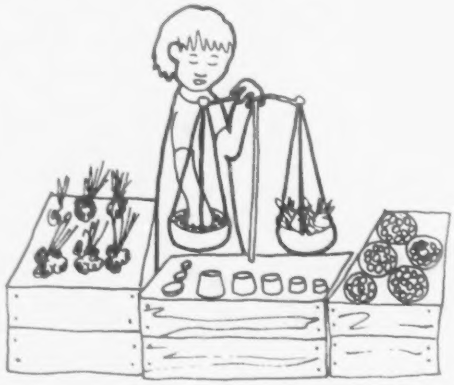


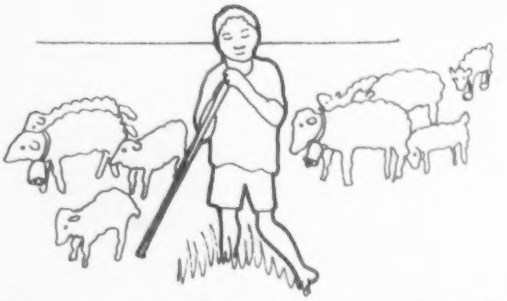
- Pulling out weeds. Learn the difference between weeds and other plants by touching and smelling them.

- Selling vegetables and fruit. Always put the products in the same place. Then the person can easily find the things to sell.

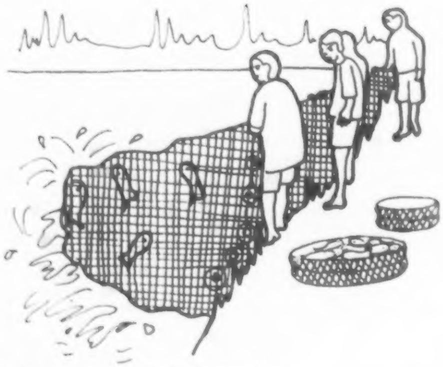
- Mark the scales so that the person can touch them to "read" how heavy things are.

- The person can also divide vegetables into bundles by weighing them in his or her hands.

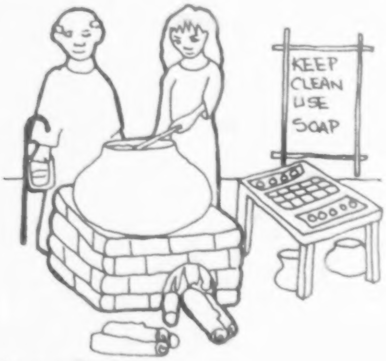




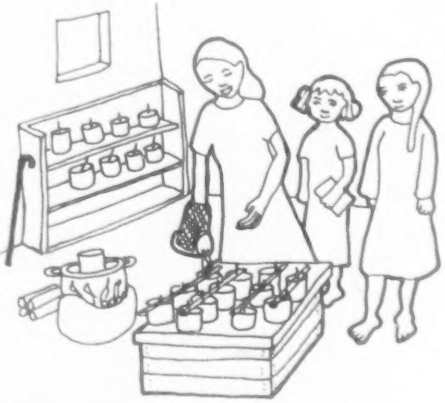
■ Keeping animals. Tie bells around the animals' necks to help the person know where they are.



■ Fishing and fish farming.

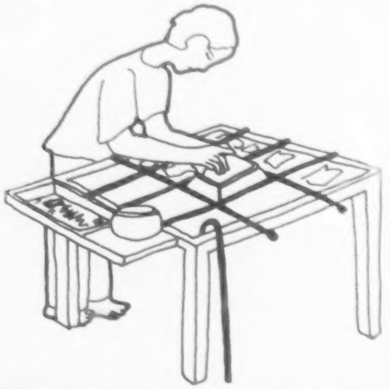


■ Making soap.

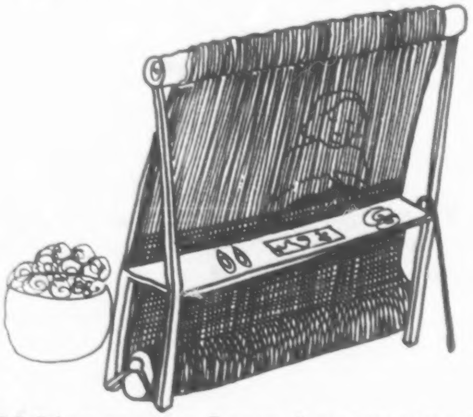


■ Making candles.

It may be easier for the person to do these jobs with other people. If other community members do the job that the person has chosen, find out if he or she can join them. Otherwise bring together people who want to do the same job. The person can be part of the group.



■ Printing, batik work, and dyeing textiles. Use a wooden or bamboo frame to divide and mark the material for printing or batik work.



■ Making carpets. Learn the carpet pattern by memory.

People who have difficulty hearing and speaking

- Most jobs can be done by a person who has difficulty hearing and/or speaking. Work in health care is one example of a job that may be difficult.

People who have difficulty moving

- People who have difficulty moving may find it difficult to plough fields, work on farms, build houses, maintain roads or water supplies, and work in transportation.

People who have no feeling in the hands or feet

- People who have difficulty with feeling in hands or feet may not be able to milk cows, do handloom weaving, spinning, or tailoring, make sandals, shoes, soap or candles; repair bicycles; make embroidery, knitting or health work. Such people should avoid any jobs that can injure the feet or hands while working.

People who show strange behaviour

- First find out if it is possible for the person to return to the job that he or she had before becoming ill. If it is not possible, help the person to choose other jobs. Always arrange for the person to try out the new job.

People who have fits

- People who have fits must not work alone close to wells, rivers, bridges, or on roofs, or close to traffic or fire. If they do jobs close to these places, they must work with other people around them. They should avoid jobs where there is a risk of injury if they have a fit while working.

People who have difficulty learning

- Some people who have difficulty learning are able to do any job. Others may be able to do only simple jobs such as taking care of animals, looking after crops or pulling out weeds. Find out which jobs each person is able to do.

- A person with difficulty learning may not see danger around him or her. The person may not be able to make quick decisions or to move fast. He or she may not always remember things well. Such a person should work with someone who has no difficulty learning.

Step 5. Arrange job training for the person if necessary

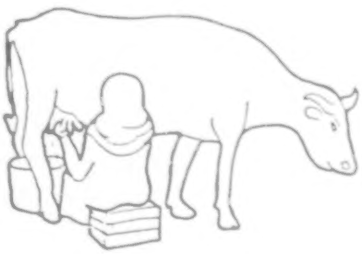
- Some people may need special training to learn how to do the jobs they have chosen. Other people will not need training and can start the jobs straight away.

If a person in your community first needs to learn the job he or she has chosen, arrange job training for the person.

- Job training can be done in different ways in the community.

- A family member may train the person, for example~~, for~~ various jobs done at home, in the fields or at the market. Training Package 30 gives the family member some advice about how to do this training.

- A community member may help to train a person. For example, the person may wish to keep a cow. If so, he or she could be trained by a community member who keeps a cow. A person can have training to produce food, to repair articles, or to make handicrafts from community members who know how to do these things. The person may also learn a job from a local tailor, mason, carpenter, bicycle repairer, or any other skilled person.



- Your district council, local government, or a voluntary organization may give training for jobs to people without disabilities.

- There may be job training centres outside your community specially set up for people with disabilities. In order to get to know about them, ask your Supervisor for advice.

Speak to your Community Leader, agricultural officer, rural development officer, social officer, and so on. Find out about the training opportunities that are available for people who have disabilities and for those who do not.

Find out if the training schools that are not yet training any people with disabilities would be willing to take them.

Make a list of all the places that can be used by the people on your programme.

If training is available at the places on your list, help any person who needs training to apply for it, then to have it.

There may be training schools or centres that do not yet take in people with disabilities. Speak to your Supervisor or Community Rehabilitation Committee about it. Ask them to discuss with the people who organize the training schools about taking people with disabilities.

- If the person needs tools and raw materials for training, ask the person if he or she can get them. The person may be able to borrow what is needed from someone in the family, a neighbour, or a friend.

Other people may need to buy the tools and raw materials. Then they may need help. Ask your Community Rehabilitation Committee to help.

- Make sure that the training is continued until the person is able to do the work for which he or she has been training.

- Check from time to time if the person is making progress during the training period. Talk with the family or community members involved. If the training is done in a vocational school, speak with the teacher. Discuss problems the person may have at school and help to find solutions.

- Some of the following problems may happen:

- The person may be very slow at learning a job. If so, make sure the person is given more time to continue training until he or she learns the job.

- The person may not be able to learn how to do the job. If so, help the person to choose a job that he or she is more likely to learn.

- The person may not want to continue. If so, speak to the person and the family and find out the reason. With the family, try to solve the problem and convince the person to continue training.

Step 6. Help the person to start doing the job

- The next step is to arrange for the person to start doing the job.

- The person may have to go out to work. If necessary, arrange for the trainer or another family member to go with the person the first few times he or she goes to work. Or, if you can, go with the person yourself.

- Make sure that the person is introduced to others at the workplace, and that the person has what he or she needs to do the job.

- If the person has difficulty seeing, arrange for someone at the workplace to give the person the help he or she needs to get around. After some time the person will be able to do it alone.

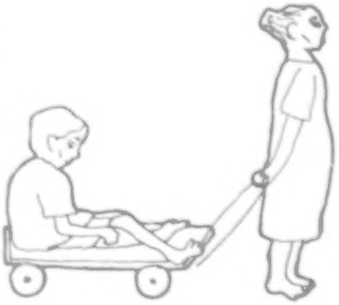
- If the person has difficulty moving, make sure the person has the help needed or space needed to be able to move around.

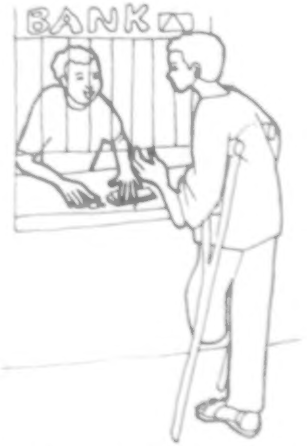
It is sometimes necessary to make changes at the workplace to make it possible for a person with difficulty moving to do a job. For example, if a person cannot stand alone or stand for a long time, arrange for the person to work sitting down. A person may use a wheelchair and work at a table. Then make sure that the table is high enough for the person to move the chair under it.

- If the person has difficulty hearing or speaking, make sure that he or she can communicate with others at the workplace. If necessary, teach others at the workplace how to communicate with the person.

- Before a person starts to work it is sometimes necessary to prepare the other people who work at the same place. They may be afraid to work with a person with a disability. They may think that the disability will spread to them. Or they may have other beliefs that can cause problems for the person with a disability. Explain to people at the workplace about disabilities and their causes. Discuss their fears. Talk with them so that they will find it easier to accept the person with a disability.

- Even after training at home, a person who is starting a job may still be unable to get around alone. He or she may need help to get to work and back. Arrange for such a person to have the help he or she needs. Arrange for a family member, neighbour, or friend to help the person to get to work and back.





- Many members of your community need money to begin doing a job. Such people can sometimes borrow what they need from a family member or a friend. Or it may be possible to get a loan from the local council, cooperative or bank, or from the community savings association.

If a person with a disability needs money to start a job, help the person to get it. If necessary, speak to your Community Rehabilitation Committee and ask their help.

- The person who is starting a job may work at home or alone. Remember to help the person to start the job by making sure the person has everything needed for the job.

Visit the person often to encourage him or her. The person may have a shop or give services such as making or repairing dresses. Then tell other community members about these services and help the person to get more work. Introduce the person to others who need the services he or she gives.

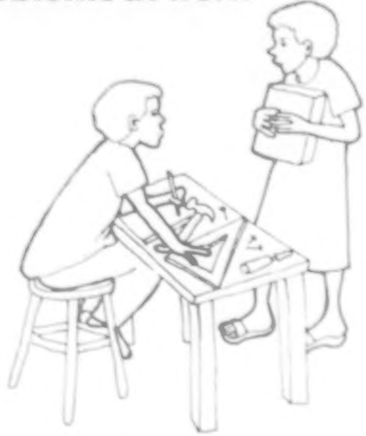
- If a person has been at home for a long time without working, the person may have difficulty beginning to work again. The person may not like to work every day or to work the whole day. At the beginning he or she may not be able to do hard work.

Help such a person to work as often as possible. Encourage the person to increase the amount of work he or she does daily. Finally he or she may be able to work every day.

Step 7. Help the person to deal with problems at work

- From time to time discuss with the person how the job is going. Help the person to solve any problems he or she has with the job.

The person may sometimes find it difficult to keep up with the work. Or the work may change. Talk with the person and the people with whom he or she works. Together find ways of helping the person to do the work he or she needs to do.



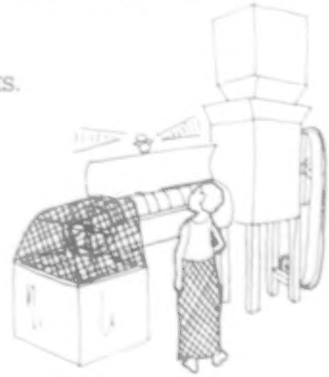
- Some people with whom the person works may sometimes cause problems. They may not like to work with people who have disabilities. Meet these people and talk with them. Find ways of solving these problems.

- In these ways, help the person to keep the job he or she does.

Step 8. Make sure the person is safe from accidents at work

- When a person first gets a job, think about the activities that he or she will be doing in the job. Think about what dangers the person may meet while working, while going to work or while coming home. Teach the person to recognize these dangers and to avoid the accidents they can cause.

You can use some of the following ways to prevent accidents.



- Cover machines that could cause injuries to protect people working near them. If they cannot be covered, put wooden or metal guards around the dangerous parts.

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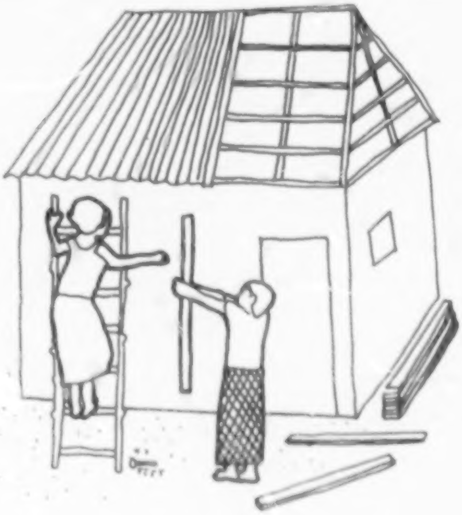
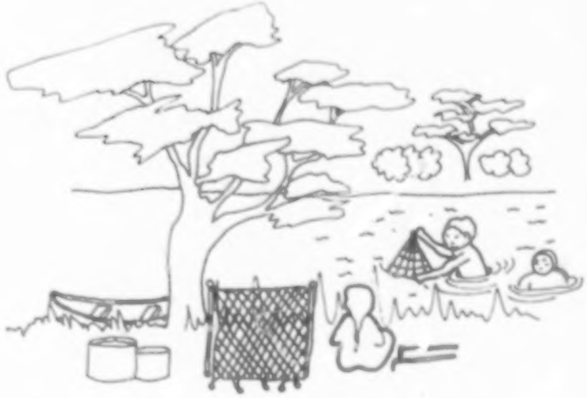
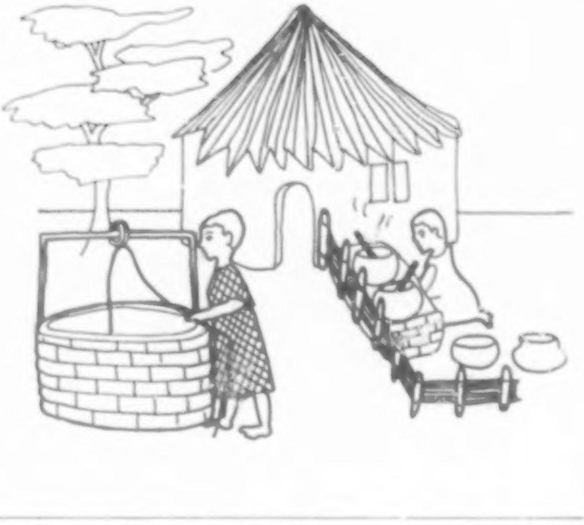
- A person who has fits must not work at a height, for example on a ladder. He or she might fall while having a fit and be injured.



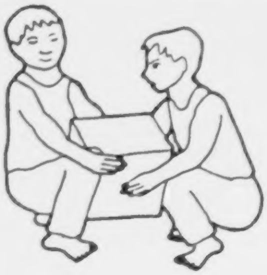
- A person who has fits should also not work alone in water or close to a fire.

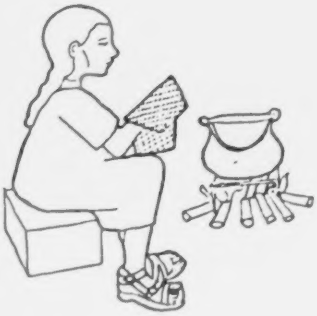


- Surround wells and fireplaces with fences and walls so that people do not fall in accidentally.

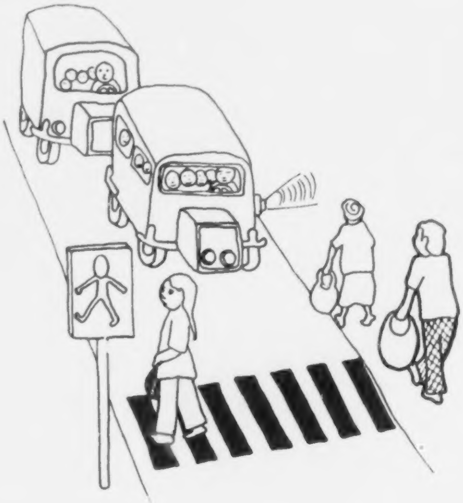


- A person may have to lift heavy objects. The person should ask for help from another person, so that he or she does not injure himself or herself.



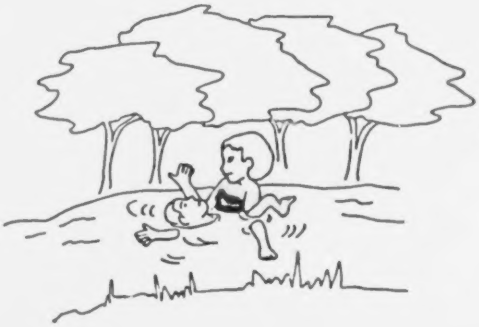


- A person who has to hold hot objects should wear gloves or use a cloth to protect the hands. The person should wear shoes to protect the feet.



- A person should know how to cross roads safely. He or she should walk on the side of the road, facing the movement of the traffic.

When crossing a road, a person should listen and look for traffic that may come from both sides. The person should cross the road only when it is clear or the traffic has stopped. He or she should cross the road always at the same place. If there are signs to show where people can cross the road, the person should cross at those places.



- The person may work close to a river or a lake. Or the person may fish using a boat or standing in the water. If so, teach the person how to swim, or what to do if he or she falls in the water. Then the person will be safe in the water.

Assessing and recording progress

- Every month assess the progress made by each person who is having training. Then record what you find.

- Use Form 2 (pages 38 – 40) to assess and record the progress made by each person. The first assessment, which you have already made and recorded, shows which activities the person could not do alone when he or she first started the training.

These are the activities that you recorded by putting the date at the lower levels of the staircase. These are the activities for which the person now has training.

- Find out if the person can now do the activity better. If possible, ask the person to do the activity for you.

If the person can now do the activity at a level higher than he or she could do before, he or she has made progress. Mark the date on which you do the assessment in the appropriate square of the staircase to record the progress he or she has made.

- If the person still cannot do the activity, note this on Form 3 (page 71).

- After some time a person may have learned to do all the activities that he or she could not do before the training started. This means that all the dates marked should be at the top of the staircase. If some results are not at the top of the staircase you may have decided to stop the training because you do not expect any more improvement.

If this is so, visit the person from time to time. It is possible that new problems will arise. If a problem does arise, discuss it with the person and the family and help them to find a solution to it.

Keeping records and making reports

- Record your visits to each person's home on Form 3 (page 71).

- In the first column on the form, write the date of your visit.

- In the second column, write the amount of time that you spent in the home.

- In the third column, write any comments including the following:

The name of the trainer.

Which package you have given to the trainer and the date on which you gave it. Also write the date on which the person stopped using the package.

Form 3: To record visits to the home

Name of person____________________________ Disability:_______________

Packages to use____

DATE	TIME SPENT	COMMENTS

- If you have referred the person to another service, write down where you referred him or her and why.
- If any aids have been made for the person, write down what the aids are, and who made them.

- If the person has been given any special support from the community, describe the support.

- If the person has attended any meetings or has been involved in any important activities for the first time, write these down.

- If there have been any special problems with the training, describe them.

- Write the dates on which you made assessments. If there was no progress with any activity write those activities down and write that there was no progress.

- Write the date on which the person stopped training and give the reason why he or she stopped.

Records you should keep

1. About the community

- A map of your community (see page 19).

- A list of all households and household heads (page 20).

2. About each person

- Keep a record of the training programme of each person that you are supervising. Then you can find out whether each person is benefiting from the training. The records will also help you to decide if any changes need to be made in a person's training programme.

- Keep the following as records:

Form 1 (page 36): one for each household.

Form 2 (pages 38 – 40): one for each person with a disability.

Form 3 (page 71): one for each person who has training.

Any other record that you have used for the training.

- Keep all the records together in one cover.

Reports you should make

- Report your activities each month to your Supervisor and send a copy of this report to the Community Rehabilitation Committee.

Use Form 4 (page 73) for this report. Make the report for each month on the first day of the following month.

- Write the name of the Supervisor, your own name, and the name of the community or the part of the community for which you are responsible.

- Then write the month and year for which you are reporting.

Form 4: Monthly Report Form

TO (name of Supervisor): ______________________

FROM (name of Local Supervisor): ______________________

Community: ______________________

Month: ______________ Year: ______________

		Number of people in the Community Rehabilitation Programme
People from previous month		______
People new this month	+	______
Total in Community Rehabilitation Programme this month		______
People discharged	−	______
People to continue next month		______

Number of people who made at least one step of progress during this month:

☐

- Now write how many people will continue the Community-Based Rehabilitation Programme in the next month.

- Go through all assessments (Form 2) and add up how many of the people made progress. This has been explained on page 70. Write this number in the space provided on the form.

- Send the original form at once to your Supervisor.

- Make a copy and send it to the Community Rehabilitation Committee.

- Make a copy for yourself and keep it with your records.

- The Community Rehabilitation Committee or your Supervisor may ask you also to report on other programme activities. For example, you may be asked about a referral you have made.

Referring people

- In your area, there may be other services that could help people with disabilities. There follows a list of such services. You may also know of others which are not on this list.

- Health post or health centre.

- Job training and agricultural training schools.

- Rural development organizations.

- Social welfare organizations, social assistance programmes, and child care programmes.

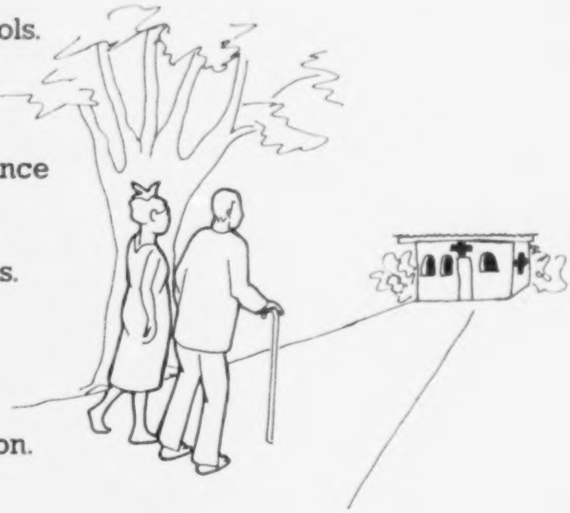
- Special schools for people with disabilities.

- Special centres for job assessment or job training for people with disabilities.

- Hospitals and Departments of Rehabilitation.

- Rehabilitation centres.

- Religious institutions.



- If people in your programme could benefit from these services, you may be able to get help. First discuss this with your Supervisor. He or she will help you to decide which people need to be referred.

People to refer

- When you have located a person with a disability, ask if the person has seen a doctor for the disability during the past year. If not, refer the person to be seen by your local doctor. If possible, go with the person and the trainer to the doctor.

Ask the doctor about the disability. Ask if there is anything that can be done to help the person. Ask the doctor if the person should come back again to see the doctor and when. If you cannot go with the person tell the trainer to ask the doctor these questions.

- There may be no local doctor available, or it may not be possible for the person to go to the doctor. If so, discuss this with your Supervisor.

- The following are examples of people who can be helped by referral services:

Babies and children who have difficulty seeing, hearing, or speaking.

People who have difficulty seeing and who have red eyes, a discharge from the eyes, or pain in the eyes.

Elderly people who have difficulty seeing or who have a grey area over the coloured part of the eye.

People who have a discharge from the ears.

People who have fits but have no medicine for this.

People who show strange behaviour but have no medicine for this. It is also important to refer a person who shows a sudden, severe change in behaviour or who becomes violent.

People who have no feeling in the hands or feet but have no medicine for this.

People who have conditions needing an operation, such as deformed arms or legs, broken bones, or deformities of the lips and mouth. Also included here are wounds which have not healed for a long time.

Children who cannot attend the local school, and for whom you need advice.

Children who have finished primary school and who are ready for further education, especially if they have done well in a local school.

Young people and adults who can be trained for a job outside your community.

Young people and adults who need to be assessed for their ability to do a job.

People who have been trained in the community for a long period, for example six months, and who have shown no progress.

How to follow up referrals

■ When a person comes back home from a referral, your Supervisor will tell you about him or her. Or you may get a letter about what to do next.

■ Then go and meet the person. Ask him or her about what happened. Also ask if the people at the referral service told him or her what to do after returning home.

If the person has no special instructions from the people in the referral services, discuss this with your Supervisor. Ask your Supervisor to contact the referral centre to find out if there is something you can do. Ask for all the necessary instructions.

Continuing the Community Rehabilitation Programme

■ You have now finished visiting all the households in your area. You have filled in Form 1 for each household. So now you will know of all the people in your community with disabilities.

■ You have filled in Form 2 for each person with a disability. You have found the people who needed training.

■ You have then started the training of each person who needed training with the help of the trainer.

■ You are now guiding, supervising, and motivating the trainers to continue training each person.

■ You have also involved the community leaders and the schoolteachers in the training programmes, and you have their support.

■ Through your Supervisor you have referred or will be referring some people to different health, education, or job services which can help them.

■ Since the time that you first started visiting the households in your community, it is possible that more people have become disabled. Some babies may have been born with disabilities. Or some adults may have had an accident or a disease causing a disability.

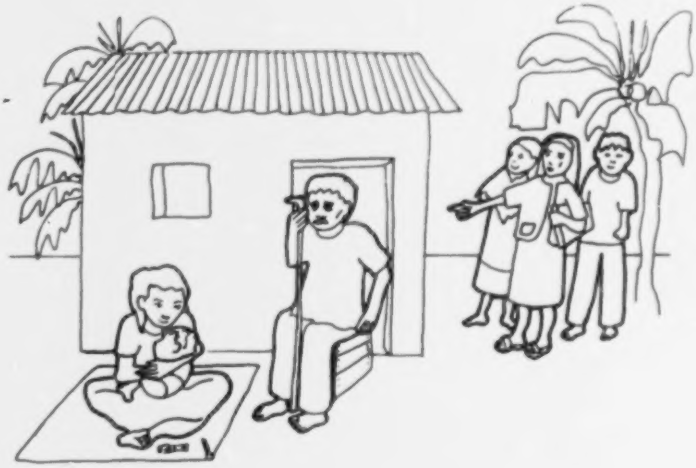
Look for any people who have had disabilities recently and find out if they need training. Look out for babies who have been born recently with disability. If you find any such people or babies, start training programmes for them too.

How to find other people with disabilities

- People in your community now know that you are responsible for a programme to help people with disabilities. If they know of a person who has not been included in your programme, they may tell you about this person.

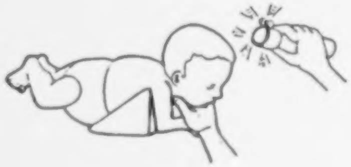
- Now and then when you visit households while doing your work, ask the people you meet about this. Ask them whether they know of people with disabilities whom you have not met.

- Watch for people who have recently come to live in your area. Visit them and fill in forms for each new household.

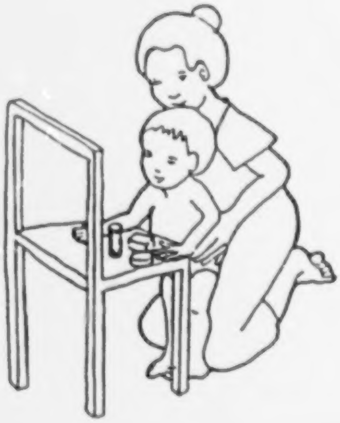


- Meet the midwives, traditional birth attendants, and community health workers in your area and tell them about your programme.

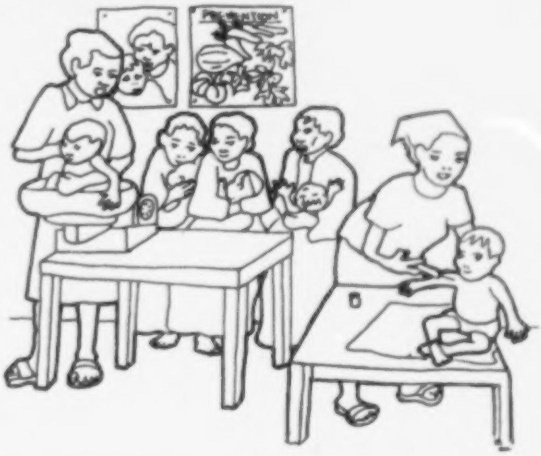
Explain to them that babies with disabilities should be identified as early as possible. Ask them to let you know of any babies that are born with disabilities. Tell them that if they do not know if a baby has a disability, you can help them to find out.



Explain to them why babies who have disabilities need rehabilitation training as early as possible. Explain how training will help both the baby and the mother.



■ Some communities have special programmes for children, such as those on the list below. There may be others in your community that are not on this list.



Programmes to examine children for growth by measuring their weight and height.

Programmes to immunize children against diseases.

Programmes to improve the nutrition of mothers and children.

Preschool groups that prepare children for primary school.

■ Meet the people who organize and run these programmes. Make sure that disabled children also get these services. Tell them about your programme.

Explain to them why children with disabilities need training as early as possible. Ask them to accept children with disabilities into their programmes. Offer help if needed. For instance, offer to arrange for volunteers to give the extra attention needed by these children. Or offer to help with transport.

Ask them to tell you of any children with disabilities that they may find while carrying out their programmes. Then you can meet the families of these children and begin their training.

Your role in preventing disability

BREAST FEEDING
REHABIL-ITATION
PREVENTION

■ Many disabilities can be prevented.

■ Each community should be responsible for improving the health of its people. If the health of all the people is improved, fewer people will become sick. If fewer people become sick then fewer people will have disabilities.

■ Ways to improve people's health are described on pages 23-30 of the "Guide for the Community Rehabilitation Committee". Help and encourage your community to do what is described in that Guide.

Self-evaluation

■ This is one way for you to assess what you have done for the people with disabilities in the community through the training programmes.

■ After you have used this Guide for some time, you can check your work by answering the following questions:

1. Does your community have a committee which seeks community support for your rehabilitation programme?

■ If your answer is "Yes", you have done well.

■ If your answer is "No", meet your community leaders again.

Explain to them why they should consider setting up such a committee. Or this support can be given by an already existing committee.

2. Have you visited all the households in your area to locate and identify all the people with disabilities?

■ If your answer is "Yes", you have done well.

■ If your answer is "No", do this as soon as possible.

3. Have you started training programmes for all the people in your community who need and want training?

■ If your answer is "Yes", you have done well.

■ If your answer is "No", do this as soon as possible.

4. Do all the trainers meet together from time to time?

■ If your answer is "Yes", you have done well.

■ If your answer is "No", arrange for them to do this.

5. Have all adults who need to work been able to find jobs that they can do?

■ If your answer is "Yes", you have done well.

■ If your answer is "No", go to your Community Rehabilitation Committee again and together try to find a job for each person who needs it. Or, if this is not possible, arrange for support (for example, money) for those who need it.

6. Do all the people with disabilities take part in family activities?

- If your answer is "Yes", you have done well.

- If your answer is "No", meet the families of these people again. Explain to them the need for people with disabilities to be active family members. If necessary, ask the Community Rehabilitation Committee to help you in this.

7. Are all the children of school age going to school?

- If your answer is "Yes", you have done well.

- If your answer is "No", meet the teachers in the schools to which the children should go and the families of each child again. Try to get all of these children into school.

8. Has your community developed a sign language that all the members use?

- If your answer is "Yes", you have done well.

- If your answer is "No", go to the Community Rehabilitation Committee. Ask them to get help to develop a sign language and to teach it to all your community members.

9. Have you written all the records needed for the people in the programme, including the assessment?

- If your answer is "Yes", you have done well.

- If your answer is "No", go through all your work notes up to now and finish all the records.

10. Have you completed your monthly reporting form and sent it to your Supervisor?

- If your answer is "Yes", you have done well.

- If your answer is "No", fill in the form immediately and send it.

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

TRAINING IN THE COMMUNITY FOR
PEOPLE WITH DISABILITIES

GUIDE FOR
the Community Rehabilitation Committee

World Health Organization
Geneva, 1989

World Health Organization 1989

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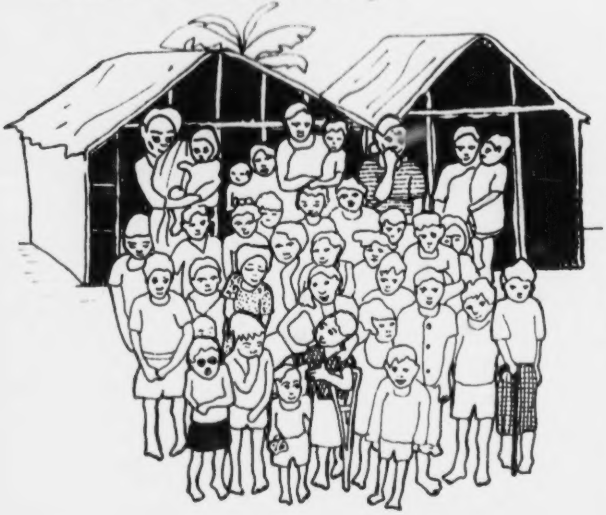
What Is This Guide For?

This Guide will help you to form a Community Rehabilitation Committee. Your Committee can work to improve the lives of people with disabilities and to prevent disability in the community.

Introduction

What is a disability?



■ You have seen that some people in your community have difficulties that other people do not have. For example, you have seen that some people have difficulty seeing. Some people have difficulty hearing, speaking, learning, or moving around in the same way as others. Some people show strange behaviour, or have fits, or have no feeling in their hands and feet. Such difficulties are called disabilities.

Every community has some people with disabilities. Seven out of every 100 people are said to have a disability. You will find that some people with disabilities live in the same way as others in your community. But you will also find that because of their disabilities some people have problems. They have problems doing all the daily activities that other family and community members do.

Activities that people need to be able to do

■ Families of people with disabilities and community members tend to think that people with disabilities cannot do the same activities that they do. This is not so. Many people with disabilities can do all the daily activities. With training many others who do not walk, take care of themselves, or communicate can learn to do such activities better.

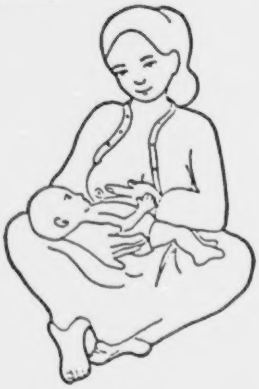
■ Families and communities often do not give people with disabilities the opportunity to learn how to do the activities they need to do. They do not encourage people with disabilities to go to school, to work, or to join in family and community activities.

- All people with disabilities who are not able to do the activities other people do should have training and education. This will make it possible for them to develop the abilities that they have and to get over their disability.

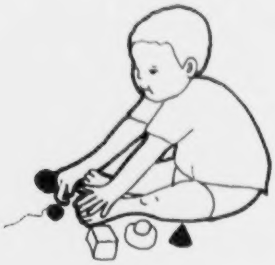
What can training do?

Training can help babies

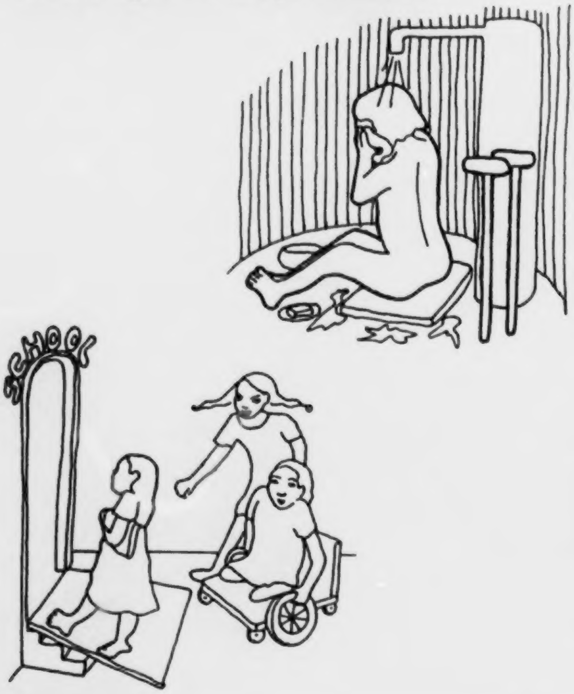
- Breast-feeding.



- Playing.

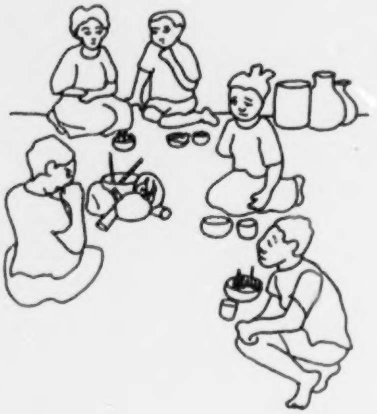


Training can help children



- Playing.
- Taking better care of themselves by eating, drinking, keeping clean, using the latrine, and dressing with as little help as possible.
- Moving with as little help as possible around the home, yard, and village and travelling by bus, train, boat, or on an animal.
- Communicating with others.
- Joining in family and community activities.
- Going to school.

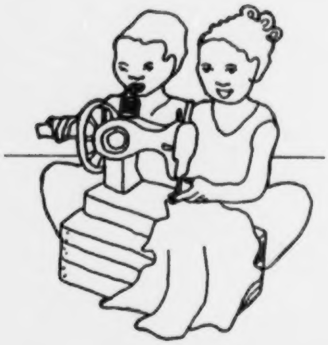
Training can help adults



- Taking better care of themselves.

- Moving around with as little help as possible.

- Communicating with others.

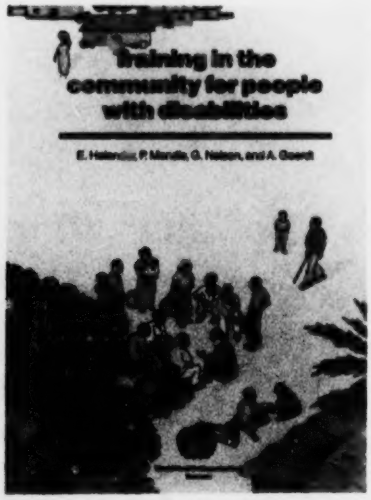


- Joining in family and community activities.

- Doing household activities.

- Doing a job.

How people with disabilities can have training



Training in the community for people with disabilities

- The Manual "TRAINING IN THE COMMUNITY FOR PEOPLE WITH DISABILITIES" is about how children and adults with disabilities can have training to improve their lives.

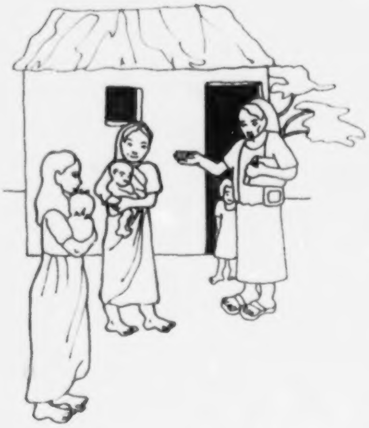
- The programme described in the Manual is called Community-Based Rehabilitation.

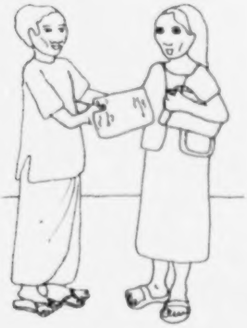
- This Guide, which has been written for you, is part of the Manual.

This Guide describes what you and other members of the Community Rehabilitation Committee can do. You can support the people with disabilities, their families, and your community in order to improve the lives of your community members who have disabilities.

- A Local Supervisor is the person who is responsible to the community for organizing and running the training programmes for members with disabilities. He or she can only do this with the support of the community.

- The Local Supervisor does the following:





- Involves the community in the Community-Based Rehabilitation Programme.
- Locates and identifies the members of the community who have disabilities.
- Advises on which people need training.
- Finds and teaches a family or community member to be a trainer for each person who needs training.
- Chooses training material from the Manual for each person who will have training.
- Teaches, guides, supervises, and encourages people with disabilities and trainers to continue training.
- Assesses the progress made by each person who is training.
- Keeps records.
- Seeks the cooperation of schoolteachers for the schooling of children and adults who need schooling.
- Chooses and refers people who need other available services.

- If there is already a Local Supervisor in your community, he or she will have met you and given you this guide.

Your Local Supervisor may have already asked for your help in starting a Community-Based Rehabilitation Programme for your people.

Management of the Community-Based Rehabilitation Programme

Involving the community and choosing the Community Rehabilitation Committee

- Your community may have decided to start a rehabilitation programme and may have already set up a local rehabilitation committee. If so, this Guide may have been given to you because you have been chosen by your community to be a member of the Committee.

■ If not, you may have received this Guide from someone who wants you to help set up a local rehabilitation programme. Or you may yourself have asked for and received this Guide because you want to start a programme in your community.

■ Read the information and follow the instructions on the following pages to set up a rehabilitation programme for community members with disabilities. From the very beginning involve your community in the rehabilitation programme. Involve the community in planning, setting up, and running the programme and in making sure the programme is going well.

■ Get the community together at a meeting to discuss the need for a rehabilitation programme for your community. Inform the whole community about the meeting and ask as many members as possible to be present. Also meet the people on the following list and ask them to be present:

People with disabilities and their families.

Active community members and others interested in the development of the community.

Community leaders, such as village and tribal chiefs, council members, religious leaders, schoolteachers, and traditional healers.

Leaders of nongovernmental organizations, such as village cooperatives and women's, youth, cultural, and sports groups.

Health workers, such as primary health workers, public health officers, public health nurses, and medical officers.

Other government officers, such as social workers, rural development officers, and agricultural officers.

■ Explain to those present at the meeting why you arranged it. Suggest that the community should take the responsibility for improving the lives of its members with disabilities. Tell them that this could be done through a Community-Based Rehabilitation Programme. Explain how the community could set up and run such a programme.

■ There may be people present who do not agree that a rehabilitation programme is necessary. Some people may think that there are not many members with disabilities in the community. They may say that nothing needs to be done for members with disabilities. If there are people who have these views, explain and discuss the following:

The approximate number of members with disabilities you can expect to find in your community.

Problems that these members have.

How rehabilitation training can help these members.

How rehabilitation for these members will benefit the community.

Why members with disabilities should be included in community development activities.

■ When discussing the list, make sure the people with disabilities and their family members take an active part. Encourage them to express their views. Support and help them to persuade the community to agree to starting a rehabilitation programme.

■ When the community has agreed that a rehabilitation programme is necessary, discuss how this can be done. The community may decide to choose a small group to represent them and to take responsibility for the programme. This group can be called the Community Rehabilitation Committee.

■ If there is already a local committee which could be responsible for rehabilitation, the community may decide to give the responsibility to that committee.

If not, the Community Rehabilitation Committee should include members who are interested in people with disabilities. The committee should include, among others, some people with disabilities and members of their family.

The role of the Community Rehabilitation Committee

■ The purpose of the Community Rehabilitation Committee is to manage the Community Rehabilitation Programme for the community. Through the Committee, the community takes responsibility for its members with disabilities. For this reason the Committee should report to the community about everything it does. The Committee should meet community members regularly to inform and discuss with them the rehabilitation programme, and to seek their approval. In this way the community participates and is involved in improving the lives of its members with disabilities.

■ Your tasks, as members of the Community Rehabilitation Committee, are the following:

To set up the rehabilitation programme for people with disabilities in your community and to make sure that it goes well.

To make sure that people with disabilities have the same opportunities as others in your community.

To make sure that people with disabilities participate in the activities of your community in the way that others do.

To take steps to prevent disability in your community.

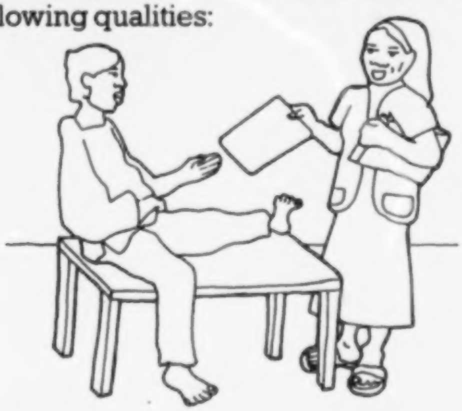
Setting up the Community-Based Rehabilitation Programme

- Arrange for the Community Rehabilitation Committee to meet regularly. When you first meet, discuss the steps you will take to set up and run the rehabilitation programme.

- The steps described here are suggested as guidelines.

Step 1: Choose a Local Supervisor

- The tasks of the Local Supervisor have been described on page 6 of this Guide. Choose a Local Supervisor who will be able to do these tasks. A Local Supervisor should have the following qualities:



- Is concerned about people who have disabilities.

- Can read and write.

- Is a member of your community and knows its traditions and customs.

- Is well known and trusted by other community members.

- The job of Local Supervisor can be done by a village health worker. It can also be done by a schoolteacher, or someone who does other community development work. Adults with disabilities and their family members make good Local Supervisors because they know well the problems caused by disability.

- If your community is large, you need several Local Supervisors. In many Community-Based Rehabilitation Programmes, one Local Supervisor has been found to be necessary for about 1000 community members. In these programmes the Local Supervisor spends about 6 – 7 hours, or one day a week, doing the programme.

- If your community is spread out over a large area, your Local Supervisors will need to travel over long distances. It is then better to have one Local Supervisor for about 500 community members.

- In some communities, it is better to choose women and in others it may be better to choose men as Local Supervisors. In most communities, it is necessary to have both men and women as Local Supervisors. Your community should decide what is best.

- Give the responsibility of choosing Local Supervisors to your community members. Ask every group of about 1000 members, or if you have so decided, 500 members, to choose their Local Supervisor from among their own people. Discuss this with them and help them to choose suitable people.

Step 2: Arrange training for Local Supervisors

■ A Local Supervisor can learn to use the manual by taking an organized training course on community-based rehabilitation in your district or country.

■ Or a Local Supervisor can learn to use the manual by himself or herself by reading it and then using it.

■ You can set up a group of Local Supervisors. They can meet from time to time to study and learn from each other how to use the manual.

Step 3: Arrange transport for Local Supervisors

■ Before the Community-Based Rehabilitation Programme is started, find out how Local Supervisors will travel to the homes in their areas.

If the area covered by each Local Supervisor is small, the Local Supervisor can walk to the homes of the people with disabilities.

The Local Supervisor who covers a large area may need transport. He or she may need, for example, a bicycle or a donkey to go from one home to the next.

Or the Local Supervisor could use a bus, or could travel with someone else who visits the homes in the area.

■ Before the programme is started, arrange for the transport that is needed. The community may have to give some money to pay for the costs of transport.

Step 4: Start the rehabilitation programme

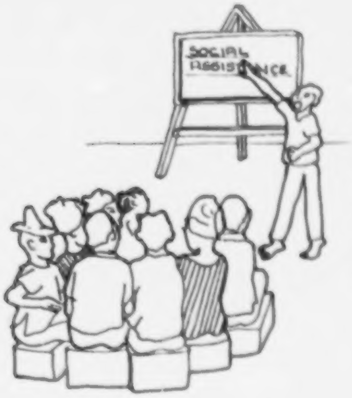
■ After training, Local Supervisors will start the rehabilitation programme by visiting homes in their area to locate and identify people with disabilities.

■ To understand better the needs of the people with disabilities, visit their homes with the Local Supervisor. Meet them and their families. Find out from them what they need. Discuss with them what the community could do to help in their training. Discuss what other support they may need from the community. Ask people with disabilities to show you how they have training. Ask them to show you the Training Packages they use.

- Ask your Local Supervisor to come to you for help from time to time. Give the Local Supervisor whatever help he or she needs for the programme.

- There may be some things that you want to know about a disability, and about people with disabilities. You should know about their problems. You should also know about the possible solutions to such problems. Discuss these with your Local Supervisor, or read in the Manual the parts in which you are interested.

- If you think that the community should also know about this, ask the Local Supervisor to speak to your community about disabilities and their causes.



- Some families of people with disabilities may need help from your community, such as money, food, clothing, shelter, or transport. Or some families may need help in caring for a severely disabled family member during part of the day.

  Discuss the needs of these families. Together find ways of helping them.

- You can also help orphans with a disability in your community. Encourage community members to adopt such children, especially those members who have no children of their own.

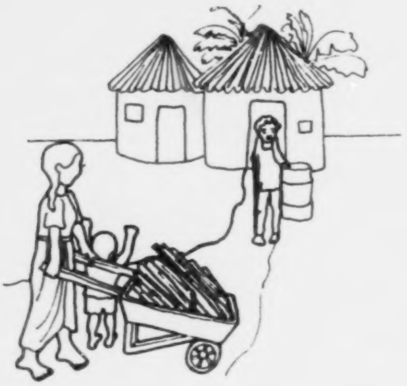
- You can help elderly people with disabilities who have no families and who need to find homes with other families. Encourage relatives to look after these members. Give relatives support for looking after them. This support could be in the form of money, food, clothing, or shelter.

- The community should not build separate institutions for orphans, disabled, or elderly members. Instead the community should support these members in their own homes or support the families with whom they live. Supporting members and families in this way costs less than building and running institutions for those who have no home.

■ Some people may need help in doing their daily activities such as preparing meals or fetching firewood and water.

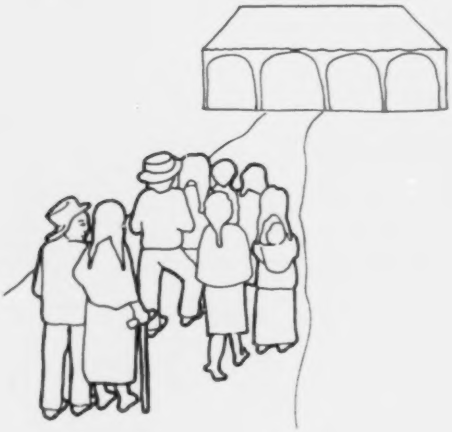
Some people may need help to get to school or to work, or to places where community activities are being held.

Discuss the needs of these people and find ways of helping them.



■ Each community should have services, such as health care, education, transport, water supply, and waste disposal.

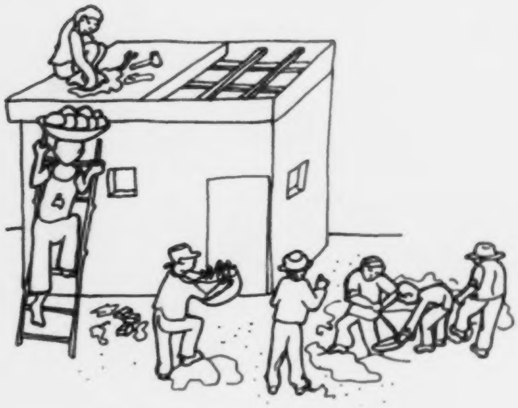
When you plan these services in your community, remember that they must be available also to members with disabilities.



■ As a member of the Community Rehabilitation Committee you should take the lead in helping people with disabilities to be accepted by your community.

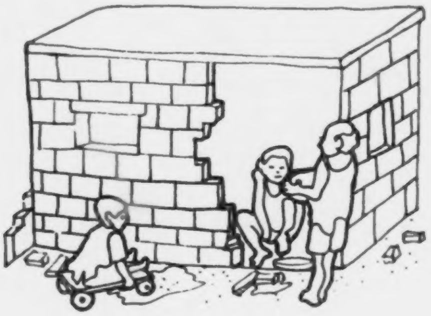
■ Your community should make it possible for your members with disabilities to participate in all social activities.

■ Make sure that members with disabilities have education and that they have equal opportunities for jobs, health care, and so on.



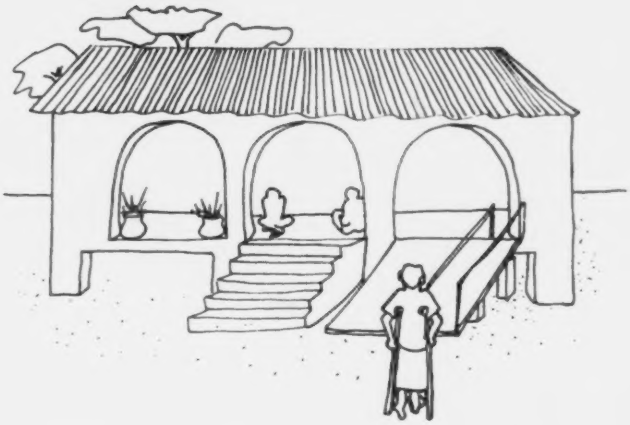
■ Make sure that your members with disabilities have housing that is as good as that of other members.

■ Members of the community can join together to help those with disabilities to build or improve their homes. The community can also help them to repair their homes and make the homes safe.

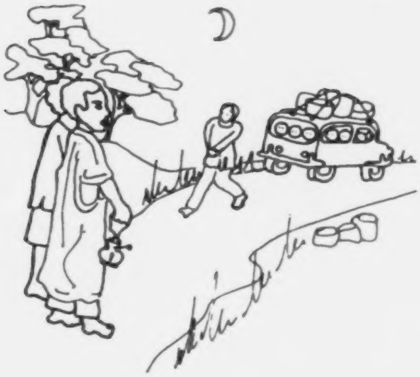


- Some members with disabilities may need to make changes to their homes so that they can move around more easily. For example, a doorway may need to be widened for a trolley to pass through.

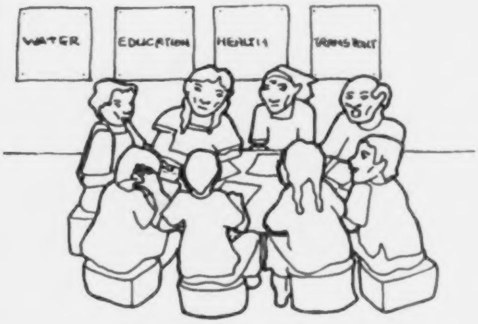
Arrange for these members to have the help they need to build, change, or repair their homes.



- If there are steps in community buildings, they may be difficult and not very safe for some people with disabilities to use. Replace steps with slopes or ramps so that everybody who needs to can use the community buildings.



- Your community may have different forms of transport such as buses, horse carts, and bullock carts. Make sure that members with disabilities can have and use the transport they need to get to different places.

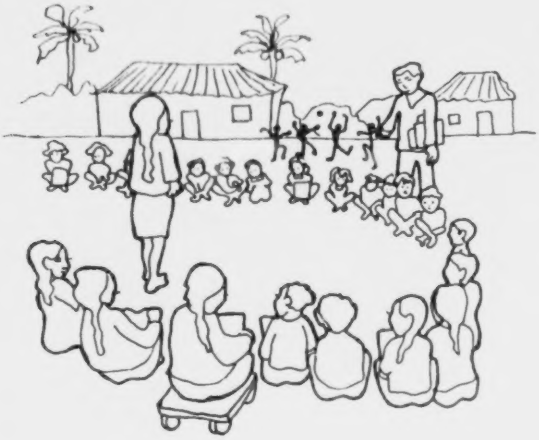


- Your community should help people with disabilities to make themselves useful. They too can help to develop your community and to meet community needs. Make sure that people with disabilities have the opportunity to do such things.

- You, your Local Supervisor, your schoolteachers, and other community members need to work together to improve the lives of the people with disabilities in your community. With your help, they can live better and happier lives.

Step 5: Arrange schooling for people with disabilities

Schooling for children



- Schooling gives children education. Schooling teaches them to learn about the world, and to become useful members of their community.

- It is possible that a child with a disability cannot learn to read, write, or count like other children. But it is important that these children go to school for the following reasons:

- Schooling helps children become independent adults.

- Schooling prepares children to be able to work and earn an income.

- Schooling teaches children how to get along with others, how to behave in company and how to work with others. It also teaches other children how to get along with children who have disabilities.

- Schooling develops the abilities that the children have.

- Schooling teaches children to accept rules, and to take responsibility.

- Schooling helps children to form friendships and gives them the feeling of belonging to a group.

- Schooling teaches children the activities that will help them to be useful members of a family and a community.

- All of these reasons make it important for all children to go to school.

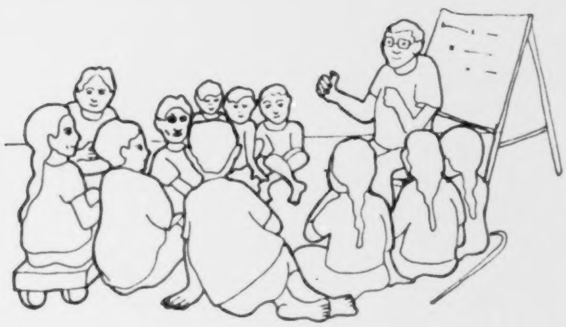
What you need to do about schooling

- It is important that children with disabilities go to the same school as other children; 8 or 9 out of 10 children with disabilities can benefit from going to an ordinary school.

- You may live in a country where schooling is obligatory. This means that all children must go to school, including those with disabilities.

- If there is no school nearby for the children in your community, take steps to start one. Discuss the need for a school in your community with the District School Officer. Ask for help to start one.

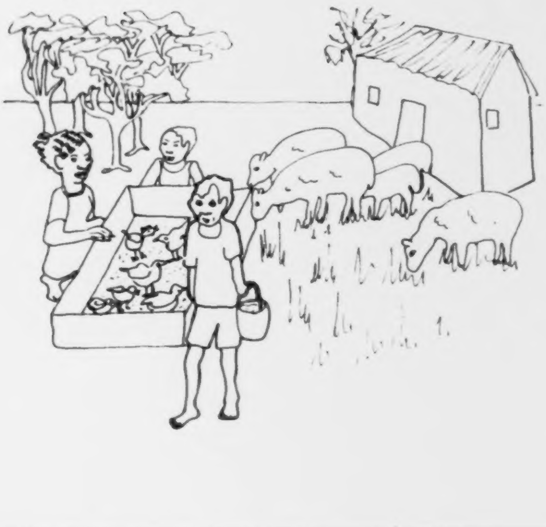
- After the programme has started, discuss with your Local Supervisor about the children who are not yet going to school. If necessary, ask each Local Supervisor for a list of names of such children. Find out which children need to go to preschool groups and which to primary school. Find out also where the nearest preschool group or primary school is for each child.



- Meet with the teachers in these schools and discuss how the children can have schooling. If necessary, arrange a meeting with the District School Officer and the schoolteachers to discuss this.

- Suggest that the District School Officer and teachers come to you to discuss any problems that the children may have in school.

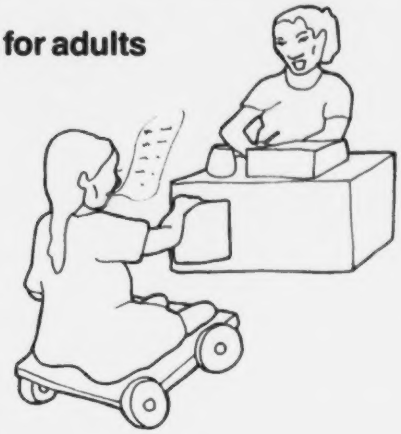
If a teacher asks you to find a voluntary helper, look for a volunteer among your community members. Perhaps two or three community members would be willing to take turns helping the teacher.



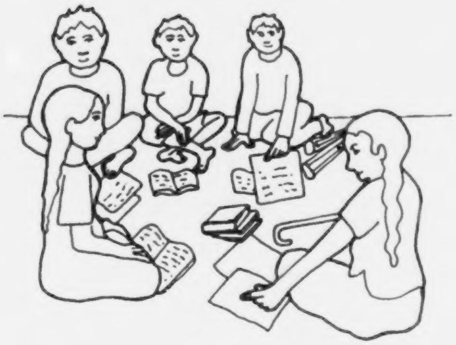
- Perhaps the teacher wants to teach the children how to take care of animals, how to grow vegetables, or how to contribute to community services. If the teacher asks for your help to teach these activities at school, arrange help for him or her.

In this way you can help the children to grow up to be useful community members.

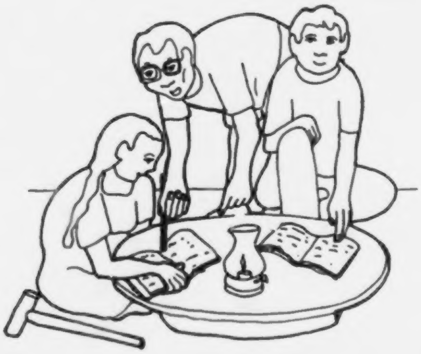
Schooling for adults



- All adults, including adults with disabilities, who cannot count, read, or write need schooling. It is your responsibility to give them the opportunity to learn to count, read, and write. With these skills, they can be more useful to their families and community.



- If there are only a few adults in your community who need schooling, they may be able to join existing school classes. If there are many adults who need schooling, you can have a special class for adults at school.



- If the adults in your community do other activities during the day, their classes can be held in the evenings.

Step 6: Arrange jobs for adults with disabilities

Why a person with a disability needs to do a job

- It is important for a person with a disability to do a job because of the following reasons:

The person has an income. The person does not feel that he or she is a burden to the family.

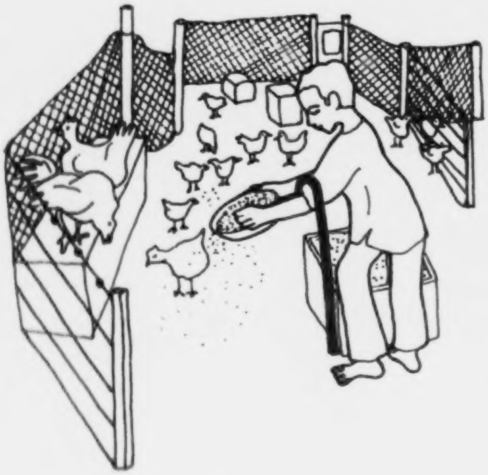
The family income increases. The family does not feel that the person is a burden to them.

The community also benefits.

The person meets other people. The person learns more about life and has interests outside the home.

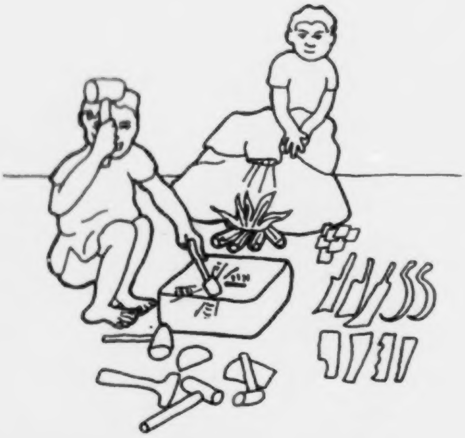
The person uses his or her abilities. A job keeps the body and mind active and helps to develop them.

What you need to do to find jobs



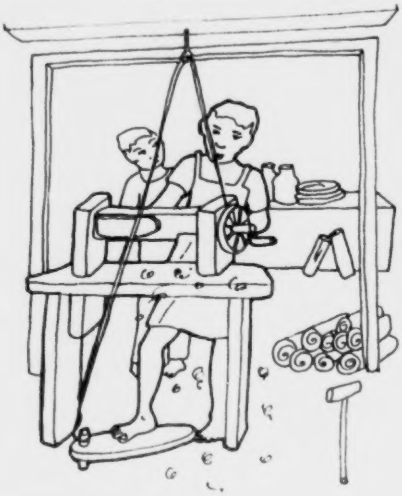
- It is your responsibility to make sure that each person with a disability who can work and earn an income has a job. How to arrange this is described in the "Guide for Local Supervisors". Ask a Local Supervisor for this Guide and read the part about jobs.

- After the programme has been running for some time, discuss with your Local Supervisors about the adults who are not yet doing jobs or earning an income. If necessary, ask each Local Supervisor for a list of names of such people. Discuss with them the jobs that each person can do. Help each person, the family, and their Local Supervisor to find a suitable job.

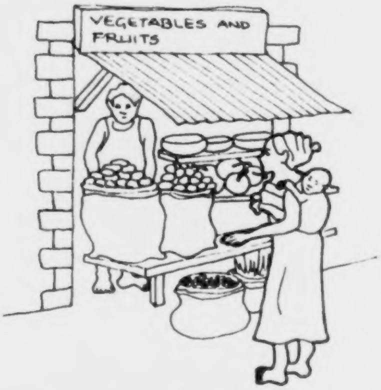


- Some people may need tools or raw material to do a job. They may ask you for help to get these. Or they may ask you to help them find ways to sell their products.

Discuss these things in your committee and with your community. Together find ways to give your community members the help they need to do their jobs successfully.



■ Some people may ask for your help in arranging training for jobs that they have chosen. This training may be given in your community. Or there may be special centres in other communties where the person can have job training. Help to arrange for this training. You will have read how to do this in the "Guide for Local Supervisors".



■ Many members of your community, even those who do not have disabilities, may need money to start a job. For example, a person who wants to become a poultry farmer needs money to buy poultry and begin a business. Another person who wants to have a shop may need money to buy goods.

There may be other people who are too severely disabled to do a job and whose families are very poor and need more income. You could then help the person by helping another family member to find a job and earn an income. Such a family member may need money to start a job.

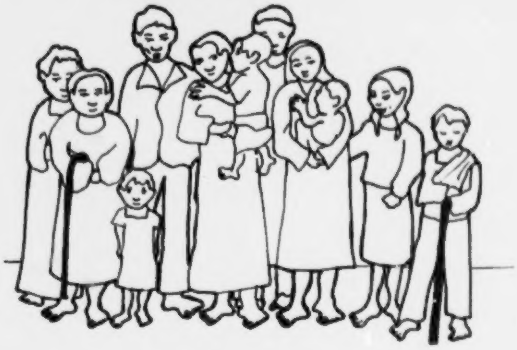
■ Your community could start a cooperative. The cooperative can give community members a low-interest loan.

Or your community can start a savings association. Community members put money into the savings association. Those members who need it could be given low-interest loans with this money.

■ Perhaps there is a branch of a state bank, such as a rural bank or an agricultural development bank, in your village or in a nearby town. Find out if they give loans to individuals to start jobs and small enterprises. If so, help your members to get the loans they need.

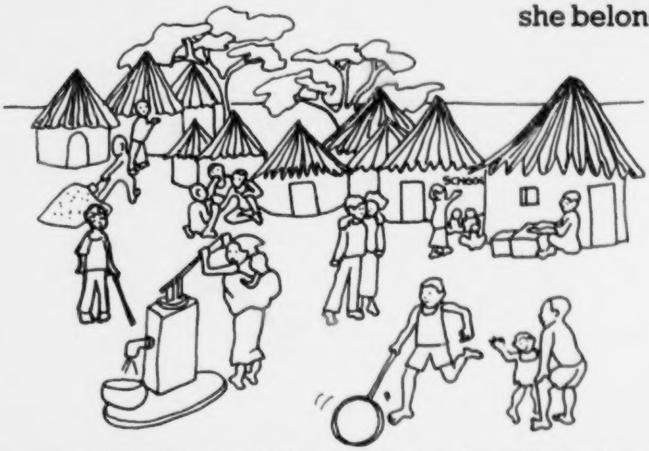
■ Most communities collect taxes from their members. Some of this money can be used to give loans. Discuss with the local council how this can be done. Tell them that money is given out to help to develop your community.

Step 7: Arrange for people with disabilities to join in community activities



- A person with a disability may be a grandmother, a grandfather, a mother, a father, a husband, a wife, an aunt, an uncle, a sister, a brother, or a child. A person with a disability should carry out his or her role in the family as if the person had no disability.

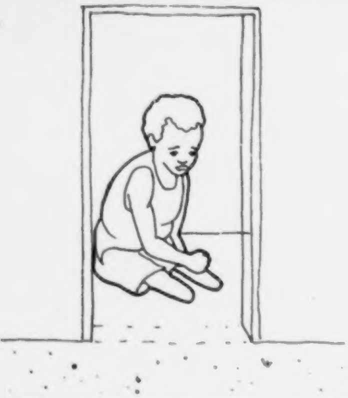
- Every person should also be an active member of the community to which he or she belongs.



- Both the family and the community should think of people with disabilities as equal members. The family and community should not protect them too much because of their disabilities. And they should not make them feel inferior because of their disabilities.

- Some people with disabilities may not be able to do all the things other people do. Or they may not do them in the same way. It is the responsibility of the family and community to make training available to their members with disabilities so they can learn to do as much as possible.

- Most people with disabilities are able to take part in social activities in the community. For example, they can go to weddings, religious services, and festivals. The families and the community should make certain that people with disabilities take part in community activities.

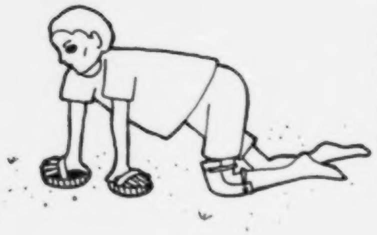


- In some families and communities, people with disabilities are not easily accepted. There can be many reasons for this. Perhaps there is a belief in the community that disabilities are caused by evil spirits. Perhaps there is a belief that a disability is a punishment from God. Or perhaps there is a belief that disabilities can spread from one person to another.

Because of these beliefs, families hide their members with disabilites. Community members also isolate them and make them feel inferior. But this is not correct. Most disabilities happen because of diseases or accidents.

You can discuss the causes of disabilities with your Local Supervisor. When you know about the causes, discuss them with other members of the community so that their false beliefs are changed.

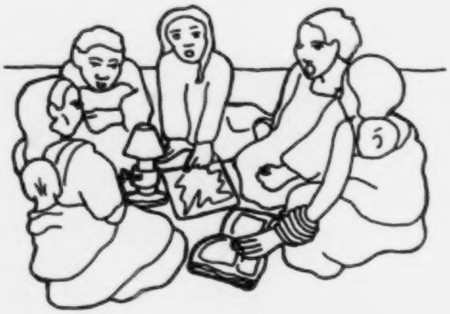
It is important to change these beliefs if people with disabilities are going to be accepted by your community.



- Some people with disabilities look, speak, or behave in ways that are unusual to other people. Community members sometimes think that people with disabilities are different. Children and adults in the community may ignore what disabled people say or may laugh at them.

- Those who laugh at people with disabilities or make them feel inferior do not understand what causes disabilities. They do not know people with disabilities. Sometimes they are afraid of them. Help community members to get to know them. Tell them about the causes of disabilities. This will help their fears to disappear and they will accept members with disabilities as equal members.

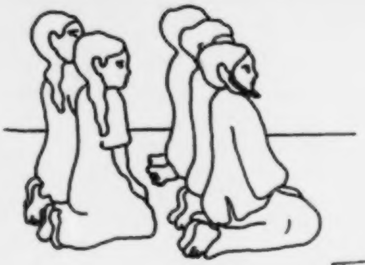
- Get your community together at meetings, perhaps in small groups. Talk with the people about how the community can help its members with disabilities. Talk about what different community members can do, such as giving job training to people or involving them in community activities and so on.



- Arrange community meetings from time to time to discuss the rehabilitation programme. Talk about what the members with disabilities do, about what more they can do, and about what more the community needs to do.

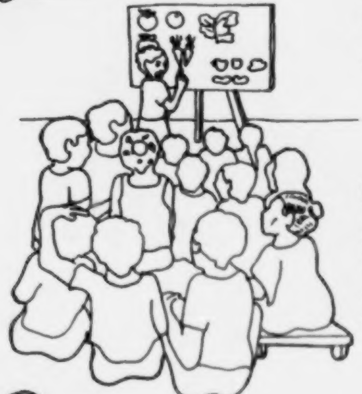
- If some people cannot join in certain activities, discuss this. Find out why it is not possible. Try to find ways to make it possible.

- At your meetings also discuss how disabilities can be prevented in your community. Plan ways to prevent disabilities as described on pages 23 – 30 of this Guide.

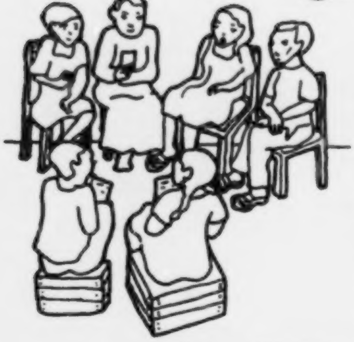


- Make it possible for people with disabilities to join in all community activities.

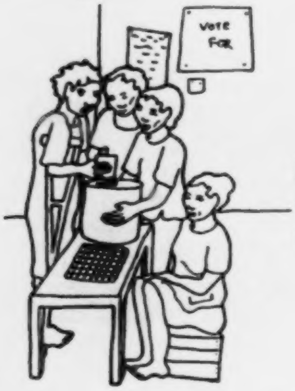
  Make sure community members with disabilities know about meetings, religious activities, and other community activities. Also make sure that they can get to these activities.



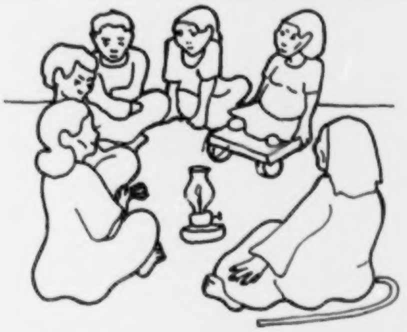
- People with disabilities should be able to join in the activities of community voluntary organizations if they wish. Meet the leaders of these organizations and arrange for these people to become members.



- People with disabilities should be able to take responsibility in community organizations such as village councils or religious, health, education, and cultural committees. Make it possible for them to do this. Meet the leaders responsible for these organizations and committees. Discuss how these people with disabilities could take responsibility in the community.



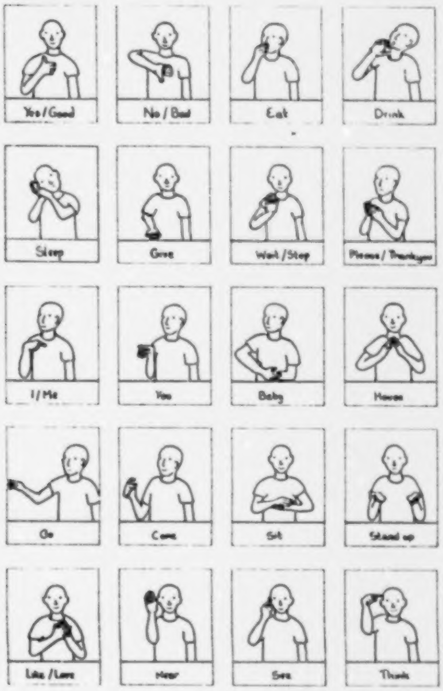
- Make sure that the names of people with disabilities are on the register for elections. Also make it possible for them to vote in elections if they wish to do so.



■ Help your Local Supervisor to arrange for the families of people with disabilities to meet from time to time. They can then discuss their problems, share experiences, and help each other.

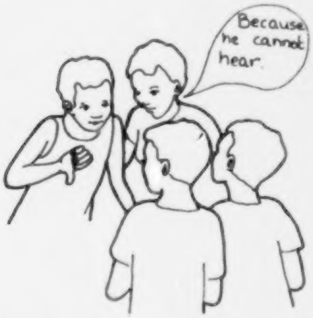
■ If there are adults with disabilities who wish to get married, the community should make it possible.

The community should also help people with disabilities to have and raise a family if they wish to do so.


Yes / Good
No / Bad
Eat
Drink
Sleep
Give
Wait / Stop
Please / Thank you
I / Me
You
Baby
House
Go
Come
Sit
Stand up
Like / Love
Hear
See
Think

■ If you, people with disabilities, or their families feel that more could be done for people with disabilities, discuss in your community what can be done.

■ Encourage all members of the community to communicate with the members who have difficulty in hearing and speaking. These people may communicate using body movements or sign language. Some will know what you say by lip reading. Some may be able to speak, but it may take a lot of patience and training to understand them.


Because he cannot hear.

■ If you do not know how to communicate with them you should use an interpreter when you speak with them. The interpreter can be a family member or a teacher who knows these persons well and understands their language.

■ Ask your Local Supervisor or schoolteacher to teach you and other community members different ways of communicating with members who have difficulty hearing and speaking.

Step 8: Check the progress of the rehabilitation programme

■ Every month each Local Supervisor will report to you about the rehabilitation programme in his or her area. The report will contain this information: the number of people on the programme every month; the number of people who have started or finished training during the month; and the number of people who have made progress with training.

Collect these reports in a folder and check each new report with that of the previous month. In this way you can follow the progress in the programme in each part of your community.

■ About every three months call all the Local Supervisors together to a meeting. Discuss with them the programme in their areas, the progress they make, and their problems. Find solutions to the problems.

■ Visit the homes of people who are training. Discuss with them and their families about the programme. Look out for problems they may have and help them to find solutions.

■ Arrange community meetings from time to time to inform and discuss with the community how the programme is being run, the progress, and the problems.

Your role in preventing disability

■ Each community should feel responsible for improving the health of its people. If the health of your community members is improved, then fewer people will get diseases. If fewer people get diseases, then fewer people will have disabilities.

■ You know that there are many people with disabilities in your community. Discuss with Local Supervisors and your health workers what the community can do to prevent disabilities. Include ways of preventing disabilities in your health care services.

Health care services for your community

■ To prevent disability and have good health your community should have the following services:

Education about healthy habits.

Education about healthy food and how to have enough food.

Care for pregnant women, young mothers, babies, and children.

Information about family planning.

Immunization for children and community members against major infectious diseases, many of which cause disabilities.

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Education about supply of safe water and basic sanitation.

Treatment of common diseases such as diarrhoea in children, fever, malaria, tuberculosis, and leprosy.

Referral services to provide treatment that is not available in your community.

A continuous supply of medicines that are needed by the sick, as well as medicines that are needed by people with disabilities. People who have fits and those who show strange behaviour need a continuous supply of medicine. People who have no feeling in the hands or feet need medicines for many months.

■ Many communities choose a Health Committee to take responsibility to improve their health. If your community has no Health Committee the community members may ask your Committee to take on the responsibility of their health care. Your committee will then need to make the services mentioned available.

■ Health care services are usually made available to communities through community health workers. If you do not as yet have community health workers, the Health Committee should ask the community to choose people to be health workers. These health workers need to have training. Discuss this with your District Health Officer.

After training the health workers will visit the homes in your community to help community members improve their health.

Improving the health of your community

1. Health education

■ Every community should take responsibility for its own health care. Stimulate and encourage your community members to look after their own health. Tell them about the diseases that are common in your area and their causes. Teach them why it is important to treat diseases early to prevent disability. Teach them simple ways of treating mild diseases at home and how to seek treatment for other diseases.

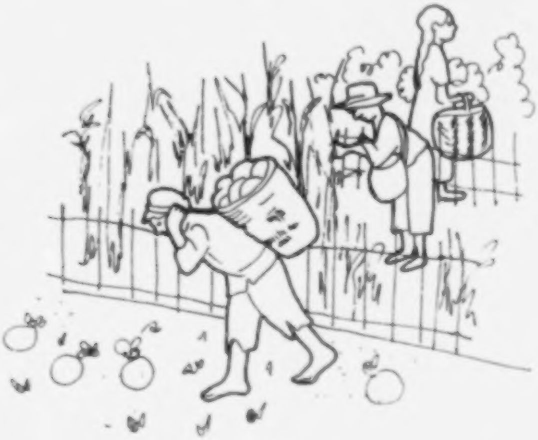
■ Teach your community members ways of preventing diseases that are common in your area by improving health care.

Your health worker can have the responsibility of teaching your community members how to improve their health.

2. Food education

■ To stay healthy, people need to eat enough of the different kinds of food that the body needs for daily use. Good food gives strength to do daily work.

■ Eating good food daily also prevents diseases. For example, blindness can be caused if people do not eat food which has something in it called "vitamin A". Eating green leafy vegetables or orange vegetables which have vitamin A will prevent this type of blindness.

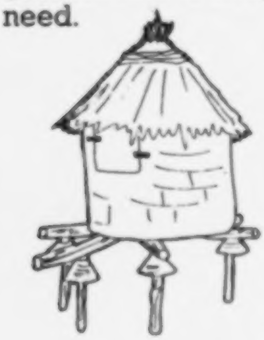


A community needs to produce food that will help to improve the health of its people.

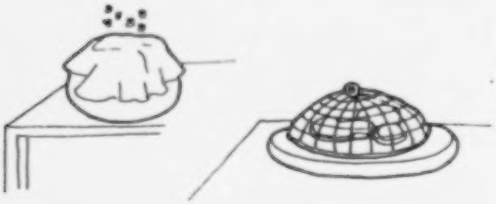
Help your community members who have land to grow their own grain, vegetables, and fruits. They can use these for their daily food.

■ Also help your community members to keep animals such as poultry, sheep, goats, cows, and fish. This provides milk, eggs, and meat.

■ Some of the members with disabilities in your community may need help to have home gardens and to keep animals. If so, make sure that these people get the help that they need.



■ Make sure that the food produced in the community is well protected. Keep all food well protected from rats and rain by keeping it in special containers.



■ Also protect the food and water in your house. Put covers over food and water containers.

3. Special care for mothers and children

■ Children who are not healthy fall sick often and get disabilities more easily. Young mothers have the responsibility of looking after their families and must stay healthy to carry out their tasks well. Your community should look after the health of young mothers and children especially.

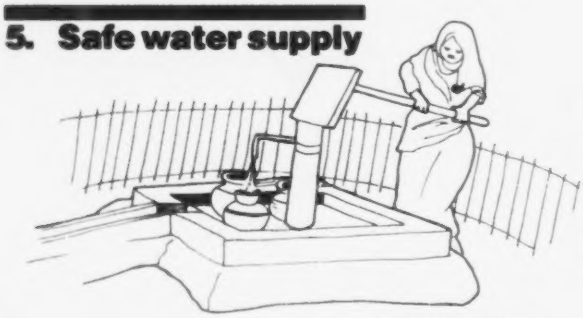
■ Make sure that pregnant women get the advice and care that they need to give birth to healthy babies. They need to have good nutrition both during the time they are pregnant and while they are breast-feeding. Encourage young mothers to breast-feed their babies for as long as possible.

Discuss with your health worker how the young mothers and children can be given the care they need.

4. Immunizations for children

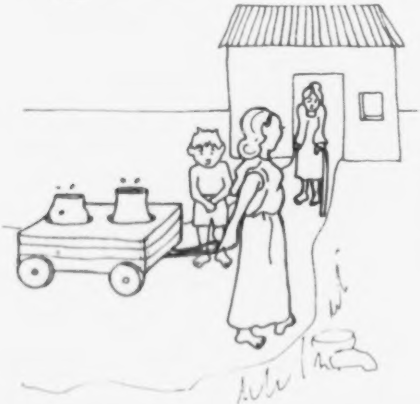
■ Infectious diseases cause many disabilities and can often lead to the death of babies and children. Protect babies and children by immunizing them against the common infectious diseases in your area. Children can be immunized so that they will not get diseases such as tuberculosis, diphtheria, whooping cough, tetanus, poliomyelitis, and measles.

5. Safe water supply

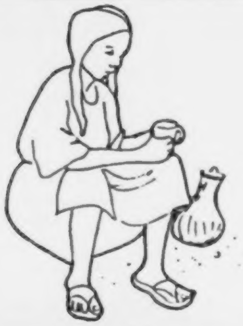


■ Dirty water causes many diseases. Make sure that your community has clean safe water for daily use.

■ Cover wells for drinking-water so that the water does not get dirty.



■ Some members with disabilities may not be able to get their own clean water. If so, arrange for other community members to fetch clean water for them.

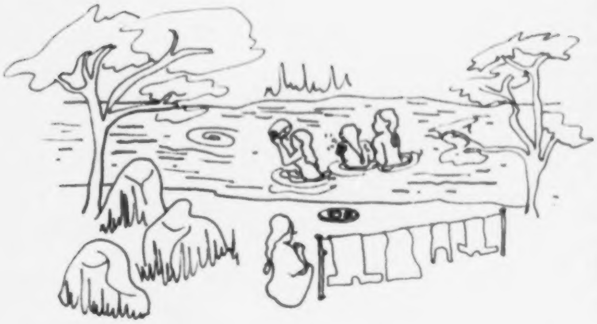


■ If the drinking-water is not free from dust and dirt, people should boil it first and then let it cool before drinking. This will prevent diseases.

6. Good personal hygiene

■ Dirt carries diseases. To prevent diseases people should keep their hands and bodies clean.

Help community members to understand how keeping clean prevents disease and disability.

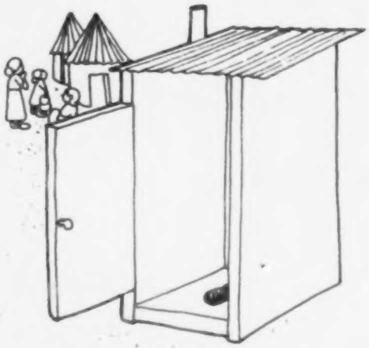


■ Arrange for community health workers to teach your members about good personal hygiene. It is the task of health workers to teach the community good personal habits, such as bathing daily, wearing clean clothes, cleaning teeth and using the latrine.

■ Make sure that there is a source of clean water where people can bathe.

7. Use of latrines

■ Faeces carry diseases. Teach your community members to use latrines for passing faeces, then the faeces will not be touched by people, animals, and flies. This prevents many diseases.



■ Build enough latrines for your community. Build the latrines so that people with disabilities can use them.

Talk with people who work in the public health and community development programmes. They can tell you how to build the latrines.

- Make a lid with a handle to cover the hole in the middle when it is not being used.

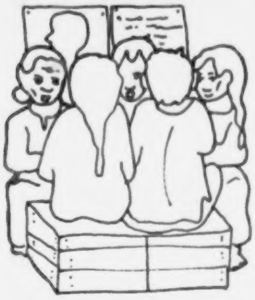
- Make sure that latrines can also be used by community members with disabilities. Ask your Local Supervisor about how you can make sure this is the case.

8. Disposal of rubbish

- Rubbish carries diseases. Explain to your community members why they should not throw rubbish in places where people, animals, and flies can touch it. Cleaning rubbish away from places used by people will prevent diseases. It will also make the village clean and beautiful.

- For the same reason, make sure community members keep their homes and yards clean. Teach them to collect their rubbish and throw it into pits. Tell them to cover the rubbish with earth, each time they throw rubbish into a pit.

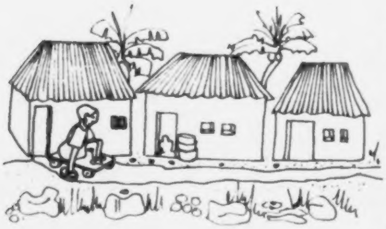
9. Prevention of accidents



- Many disabilities are caused by accidents at home or at work. Encourage your community members to help prevent accidents in your community.

- You can start a community group to take responsibility to prevent accidents in the community. First the group should find out what causes accidents in your community. They can then find ways to prevent accidents.

Safety on the roads

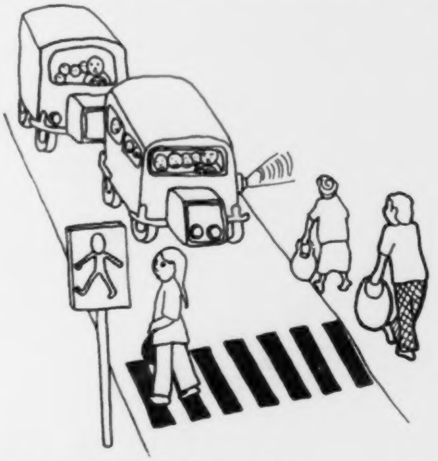


- Community members, both adults and children, should know how to use roads safely.

- Make sure that roads and paths used by your community do not have stones, bushes, or holes. This will make them safe for use.

- Teach your community members to walk on the side of the road, facing the traffic which is coming towards them.

Teach people to be careful when walking on roads at night. They should wear light-coloured clothes and, if possible, carry a lamp to make sure that drivers and riders of vehicles can see them.

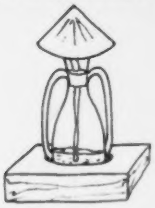


■ If there is lot of traffic in your area you should discuss this with the people who are in charge of the roads. It is possible to put up signs at certain places on the roads to show where people can cross.

The signs also tell drivers of vehicles to stop to let people cross the road.

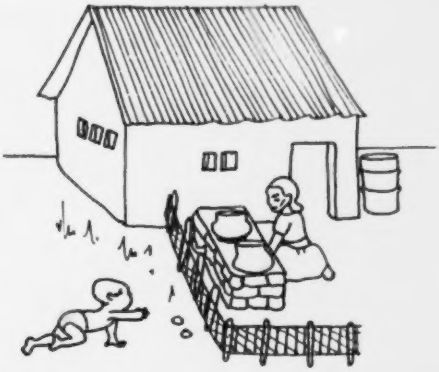
If you put up the signs, choose places where the traffic can stop easily and where people can cross safely.

Safety at home and at work



■ Only use lamps that are safe and will not fall over easily. Lamps should have covers that will not catch fire or break.

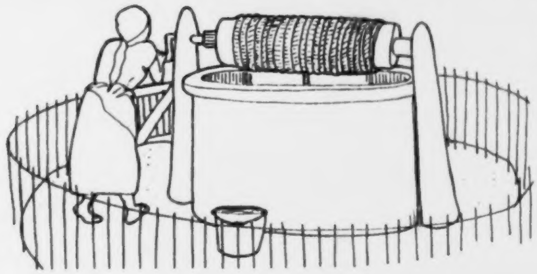
Do not place lamps too close to the walls of the houses. If the wall is made of wood or a material that will burn easily this might cause a fire.



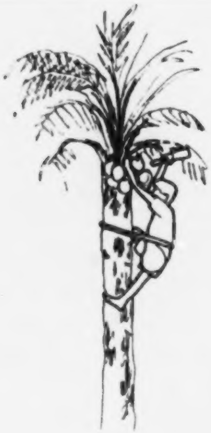
■ Surround fireplaces with walls or fences so that people will not fall into them. Do not leave babies and young children alone near a fireplace.

Keep the area around fireplaces clear of furniture and other things so that people will not trip over them and fall into the fire.

■ People in your community may store chemicals or poisons at home or in the fields. These could be products that they use for agriculture. Make sure that these products are kept well covered and locked up. Make sure that the products are out of reach for children. When people have used these products in their work they should clean their hands and bodies carefully. A person who has used these products should never cook food without washing the hands. Otherwise the chemicals and poisons will get into the food and poison those who eat it.

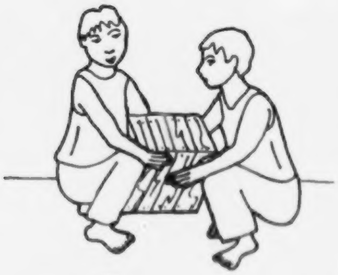


■ Surround wells with fences or walls so that people will not fall into them.

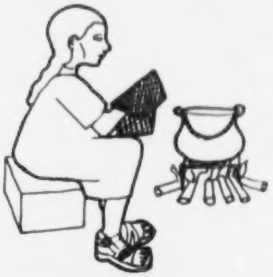


- Teach people who climb tall trees to wear safety belts so that they will not fall.

- Cover machines that could cause injuries.



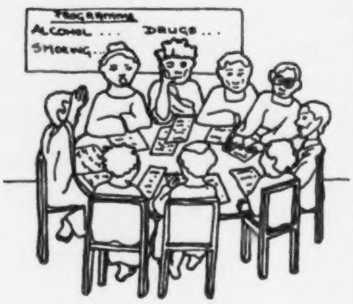
- Teach your community members not to lift heavy objects alone. Lifting an object that is too heavy could cause injury. Ask your Local Supervisor to teach those members who need to lift heavy objects how to do so correctly so they will not injure themselves.



- Teach your community members to use gloves or a cloth when handling hot objects. Teach them to wear shoes to protect the feet.

- If there are rivers and lakes in your area, teach your community members how to swim to prevent accidents in the water.

10. Alcohol, drugs, and tobacco


PROGRAMME
ALCOHOL ...
DRUGS ...
SMOKING...

- Disability is also caused by people drinking too much alcohol, taking addictive drugs, or using too much tobacco.

If alcohol, drugs, smoking or other uses of tobacco are problems in your community, get together with your health workers and Local Supervisor. Have a meeting with the community to talk about the problems. Together with your religious leaders find ways of preventing these bad habits among the community so that the disabilities they cause can be prevented.

Results

After you have used this guide for some time, answer the questions.

Your answers help you to assess how much you have done to improve the lives of people with disabilities in your community. Your answers also help to assess the steps taken to prevent disability. Your answers will also tell you what more you can do.

You may write your answers in the spaces below the questions.

1. Has the Local Supervisor for your community visited all households to locate and identify members with disabilities?

- If your answer is "Yes", how many disabled members were located and identified?

- If your answer is "No", what can you do so that all the households are visited by the Local Supervisor?

2. Are the schools in your area open to children with disabilities?

- If your answer is "Yes" how many children in the school have disabilities?

- If your answer is "No", what can you do so that all the children have schooling?

3. Do all the adults with disabilities in your community earn enough so that they have enough food, clothing, and shelter?

- If your answer is "Yes", how many members do jobs to bring them money, food, clothing, or shelter?

- If your answer is "No", what can you do to give all these people jobs or help them to get food, clothing, and shelter?

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4. Can all the people with disabilities, who wish to, take part in community activities? If you are not sure, discuss this with your Local Supervisor.

■ If your answer is "Yes", you have done well.

■ If your answer is "No", what can you do to make it possible?

5. Have you formed a committee in your community for rehabilitation?

■ If your answer is "Yes", how many people with disabilities are members? How many parents of children with disabilities are members?

■ If your answer is "No", what steps can you take to start a committee?

6. Do all the members of your community with disabilities have the use of health care, safe drinking-water, proper housing, transport, latrines, and rubbish disposal services?

■ If your answer is "Yes", you have done well.

■ If your answer is "No", what can you do to make these services available to all these members?

7. Has there been an accident recently in your community that caused the death or disability of a community member?

■ If your answer is "Yes", what can you do to prevent the same accident from happening again?

■ If your answer is "No", what can you do to prevent accidents from happening in the future?

8. Do any community members have problems caused by drinking too much alcohol, using too much tobacco, or taking addictive drugs?

■ If your answer is "Yes", what can you do to solve these problems?

■ If your answer is "No", what can you do to prevent such problems in the future?

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

TRAINING IN THE COMMUNITY FOR
PEOPLE WITH DISABILITIES

GUIDE FOR

People with Disabilities

World Health Organization
Geneva, 1989

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Schooling and finding a job 5

What you can do for other people with disabilities 5

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What Is This Guide For?

This Guide describes how you, a person with a disability, can help to improve your own life and the lives of other people with disabilities in your community.

Introduction

■ As a person with a disability you have knowledge and experience that others do not have about what it is like to have a disability. You can share your special knowledge and experience with others. In this way you can help to make a better life for yourself and for others with disabilities and who have difficulties similar to your own.

■ Because of your experience you know that some people will not regard a person with a disability as an equal. The opinions of a person with a disability are often neglected or not even asked for. You may also know how difficult it is to do what is easy for other people. It may be difficult for you to go to school, get married, find a job, and earn an income. There may also be many other things that you have not the opportunity to do. So you ask yourself the question "WHY?"

■ There is no answer to the question "WHY?" Why is it difficult for you to live a life like everybody else and to be accepted for what you are? Why is it difficult to be treated like everybody else in daily life? There is no good reason for this, it has just always been like that. Some people think that because you look different, or cannot see or hear or speak or move like they do, that you are not equal to them. All of this is very unjust and unfair.

But it will not help to be angry about it or to feel defeated. You can try to do something to improve the situation.

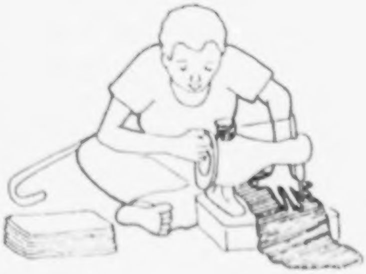
■ It is best to start with yourself and your own situation. Later on you can try to help others in the same situation. The Community-Based Rehabilitation Programme will help you to do so.

What you can do for yourself

Training to do more activities

- Let us start with your own situation. A person with a disability has many abilities. You need to develop your abilities. This will help you in many ways to live better with your disability and to solve many of your daily problems on your own. It will help you to become more independent. All families teach their children to dress, to eat, to speak, to move around, and to find out about the world around them. Families send their children to school, and help them when they have difficulties. When they grow up, the family advises them on how they can find a job and many other things. But a child with a disability may not have had such help or advice.

- If you have a disability, you may have difficulty doing one or more of these activities. Perhaps you had such difficulty in the past, or perhaps you still cannot do some activities that you want to do. If someone guides you, you can train yourself to do many things that you cannot do today. When you understand how to do those things, you can train yourself. You should get to know how to use your abilities to overcome the difficulties. Most people with disabilities can learn how to become more independent. The training they receive is called rehabilitation.



- You may know about some rehabilitation programmes in your country. You may have seen or heard about programmes carried out in a centre or an institution. You may have had rehabilitation services in such a centre. You may think that only specialists in rehabilitation can help you. This is not correct. It is true that some of the things called rehabilitation may be difficult to understand and practise. But many things are simple, and you can learn to do them yourself or with the help of a family member. You will have good results in the end if you keep trying and work hard. Those people with disabilities who have had the opportunity and determination to develop their abilities have shown what can be done by people with disabilities. The lesson to be learned is that people with disabilities can have a good life if they have the opportunity and take the initiative to develop their abilities.

- Rehabilitation is now available outside centres and institutions. Rehabilitation is made available to you in your home, and in your community. This kind of rehabilitation is called Community-Based Rehabilitation. There might be a person who is helping your community to run a Community-Based Rehabilitation Programme. We call this person the "Local Supervisor". Find out who your Local Supervisor is. Perhaps your Local Supervisor gave you this Guide.

- Ask your Local Supervisor to visit you to find out how you can be involved in the Community-Based Rehabilitation Programme. Discuss with your Local Supervisor what you can do. If you cannot do some daily activities, ask your Local Supervisor for Training Packages. These describe how you can train yourself, or how a family member can assist you to do more activities.

- Rehabilitation programmes can take some time. When you train yourself to use your abilities to overcome some difficulty that is caused by a disability, the training may take several months. You will need strength and determination to get through. Your Local Supervisor will come to you from time to time to support you in carrying out the programme and to encourage you.

Schooling and finding a job

You may not have gone to school as a child, so you may not have learned to read, write, and count. If so, ask your Local Supervisor how to get schooling. After you have gone through your training you may want to do a job. Think about what job you would like to do. Find out what kinds of jobs are available in your community. Find out what kind of training the jobs require. Then you can decide what job might be good for you. You may need training to learn the job, just like everybody else.

Your Local Supervisor may be able to give you names of people or organizations that can help you to have training or a job.

- You may want to work in a rehabilitation programme and help other people with disabilities. You can do this in different ways. You may be able to take training and to have a job in rehabilitation. Or you can have another job and do some volunteer work for programmes or organizations in rehabilitation.

- After you have gone through a rehabilitation programme you will know a lot of things about the programme. You can meet others who have a disability similar to your own and share your experience with them. You can encourage others. You can also find out if you can become directly responsible for the rehabilitation programme in your community. For this you will need some special training to learn about all types of disabilities. You will also need to learn about how to teach others to do community work. You can ask to have training for this work. You may, for example, go to the course for Local Supervisors.

What you can do for other people with disabilities

- To help other people with disabilities in your community, you could ask some of them to meet to discuss problems. You could ask others, such as some parents of children with disabilities, to join in. Start discussing common problems. For example, it might be difficult to walk on a particular road or street because of holes or stones which are in the way. Or some community buildings may have many steps, so some people with disabilities cannot go there. Or the school may refuse to take children with disabilities in the classes. Perhaps you can suggest a solution and ask the community leaders to correct what is wrong.

You may also ask your friends with disabilities to come to a meeting with the community leaders to present your problems and ask the leaders to help.

Forming a group of people with disabilities

■ Later on you can form a group of people with disabilities. Since children with disabilities cannot go to meetings, you can ask parents or relatives of these children to join you. You can ask for permission to meet regularly in the local school or community hall.

There might be some people with hearing difficulties among those who want to join. Find out how there can be communication between these people and those who hear well. Maybe there is an interpreter who can help.

■ If you all decide to form a group to represent people with disabilities, you can make it either informal or formal. If you make it formal it might be a good idea to adopt a set of rules which the organization will follow. Some guidelines for forming an organization of people with disabilities are presented in the box on page 7.

■ A group representing people with disabilities can then meet regularly with the community leaders. The group can suggest changes in the community, services, and other measures for the benefit of the members of the group.

■ In your community there should be a committee which has responsibility for the rehabilitation programme. This might be a special committee, or it might be a committee with several other responsibilities. When rehabilitation programmes in your community are discussed, people with disabilities and parents of children with disabilities should be present. You can help with the plans for the programme, and advise on how it should be run.

■ If you want to know more about how to set up a group, you can find out if there is any other voluntary group in your community. There may be, for example, one representing women, or one representing young people, or one representing farmers, or the local merchants. Ask them for a copy of their rules and see what applies to your organization. Ask if you can go to one of their meetings to see how they are run. You do not have to copy them. Find your own way. But you can learn from others with more experience.

■ When you decide to form a group representing people with disabilities, you can find out if there are similar groups outside your community. You can write to them and perhaps meet them to discuss common matters. You may also want to contact a national organization and find out if your group would like to belong to it.

■ Always remember that groups representing many people will have more influence than a single person trying to do things alone.

■ There may be many national organizations for people with disabilities in your country. There may be one organization for people who are blind, another for those who are deaf, another for those who have difficulty moving, and so on. This happens often and you should think about which organization is best for your people to join. Remember that if all of these people come together and speak with one voice to the authorities, what they say will become very important.

Guidelines for an organization of people with disabilities

When writing the rules, you could think about the following:

—The **name** of the organization.

—The **purpose** of the organization. For example, to improve the situation of people with disabilities in..................................(name of community/district/province).

—The **activities** of the organization. For example, to inform the authorities, leaders, decision-makers, political bodies, and others about problems that people with disabilities have; to discuss how such problems can be solved and ask for their active support; to help members to have better opportunities for rehabilitation, including schooling, jobs, and social activities.

—The **membership.** For example, people with disabilities and concerned family members, and other interested people.

—The **structure** of the organization. For example, elect a board, a chairman, a secretary and, if there is any money, a treasurer.

—The **functions** of each officer. For example, the chairman will advertise the meetings, lead the discussions at the meetings, make the conclusions and decisions, represent the organization; the secretary will keep the minutes, reports from meetings, and all correspondence; the treasurer will collect fees and keep the accounts.

—The **term of office** for the officers. For example, 1 or 2 years. (Some organizations as a principle say that no one can have more than 2 periods in the same function. This is to give other people a chance to do the job.)

—The **method of decision-making.** For example, by voting and letting the majority decide; how many members should be present in order to make a decision.

—The **method for checking records and accounts.** For example, the organization appoints two members each year to see that all accounts and records are correct.

—The possibility of your organization becoming a **member** of a **nationwide organization.**

—Any other **specific function** not already covered. For example, you may make contributors honorary members.

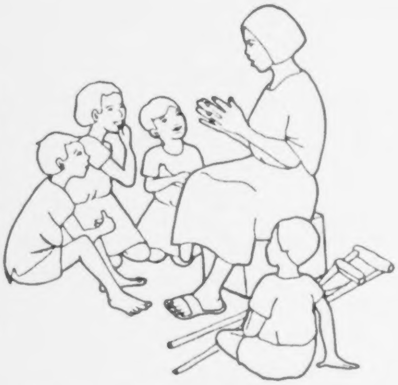
■ A group representing people with disabilities can make a lot of difference. Always concentrate on the matters related to your common interests. For example, you may have the following questions. How can the society become more adapted to the needs of people with disabilities? How can programmes and services be improved? How can we promote schooling and jobs and so on?

■ If your country has a one-party political system, arrange to see the party's most influential leaders. If there are many parties, see all their leaders. But your organization should not be political in itself. It is better to remain a group representing the interests of people with disabilities.

■ It is always useful to contact the press, radio, and television for articles or programmes that explain what you and your organization want to do. Remember that there are many ways in which you can help to make people with disabilities more accepted by others, more respected and more influential. You and your friends can work to gain the equality that you may feel is missing now.

Taking part in community activities

■ It is important to try to influence the attitudes of young people. Ask the local head teacher at your school if you can have some time with the children in each class. Explain to the children that people get disabilities through diseases and accidents. Tell them there is nothing to be afraid of. Tell the children that they should talk with people with disabilities in the same way they talk with others. Tell the children that even if some people have disabilities they can do many things that other people do.



Explain to them how people with hearing difficulties use sign language. Show how people with seeing difficulties use Braille. Answer the children's questions. Later on, when you meet these children in the community, stop to talk with them. After some time the children will feel more comfortable being with a person with a disability. They will begin to see that people with disabilities are just like people who do not have disabilities.

■ Also remember that it is important for you and your friends to develop contacts everywhere. It is not enough just to be in your own group of people with disabilities. You will not develop contacts if you do not take part in activities with other people and other groups. Your participation in all community activities will help to change attitudes about people with disabilities. Others will see you as members of the community, not as people with disabilities.

■ So, if you work on a farm, join the group of farmworkers. If you have a shop, join the group of shopkeepers. If you are a woman, join the women's group. If you are young, join the youth group. If you do this, people in your community will see you as one of them more easily. Later, you and your friends with disabilities may also be able to express your views and needs through these groups.

There are many things you can do for yourself, for your family, for other people with disabilities, and for your community. What you can achieve may not always be clear to you from the start. Results may take a long time. But it is always important to continue.

Training packages

For family members of people who have difficulty seeing

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2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

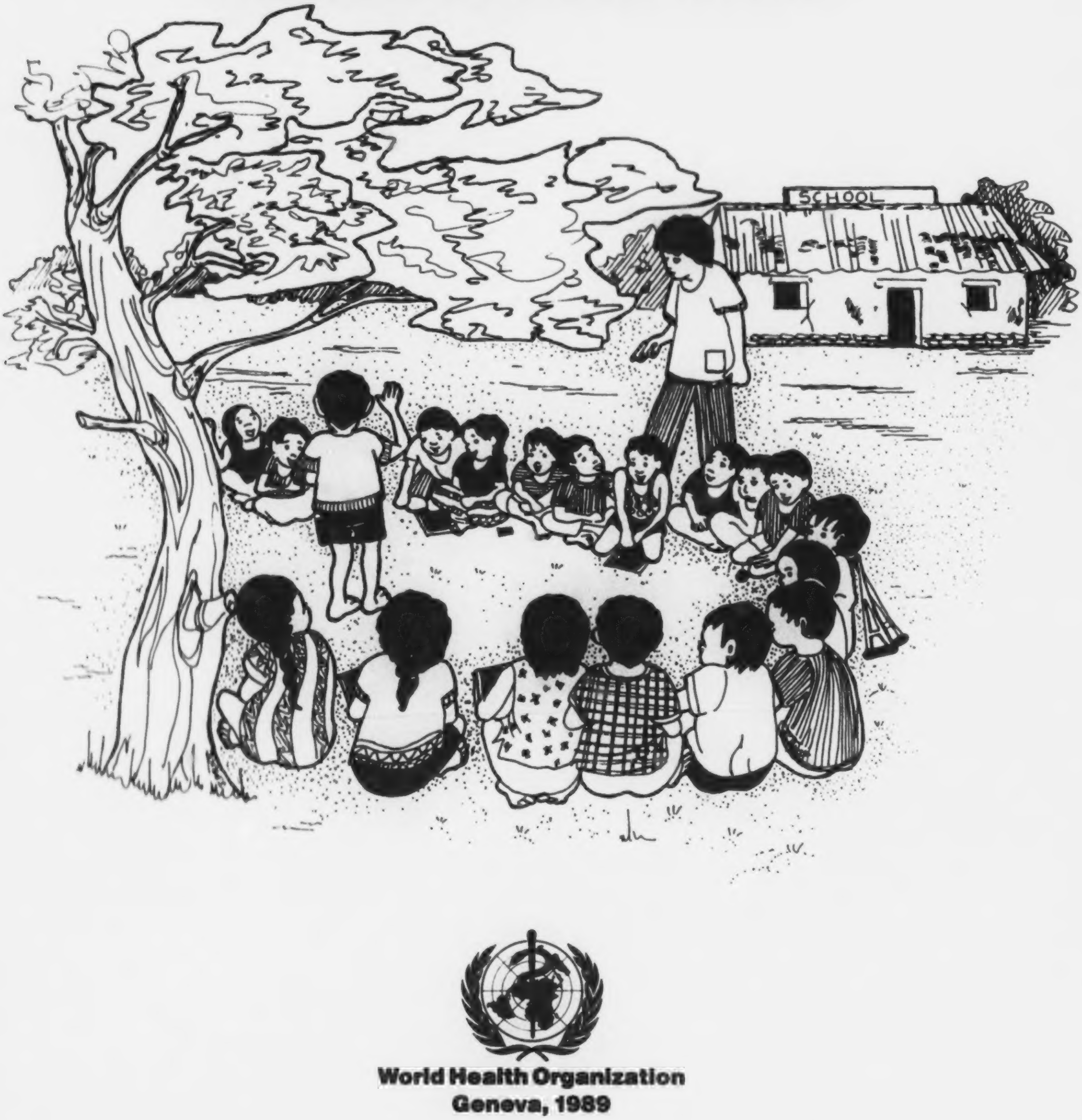
22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

TRAINING IN THE COMMUNITY FOR
PEOPLE WITH DISABILITIES

GUIDE FOR
Schoolteachers



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TRAINING IN THE COMMUNITY FOR
PEOPLE WITH DISABILITIES

GUIDE FOR

Schoolteachers

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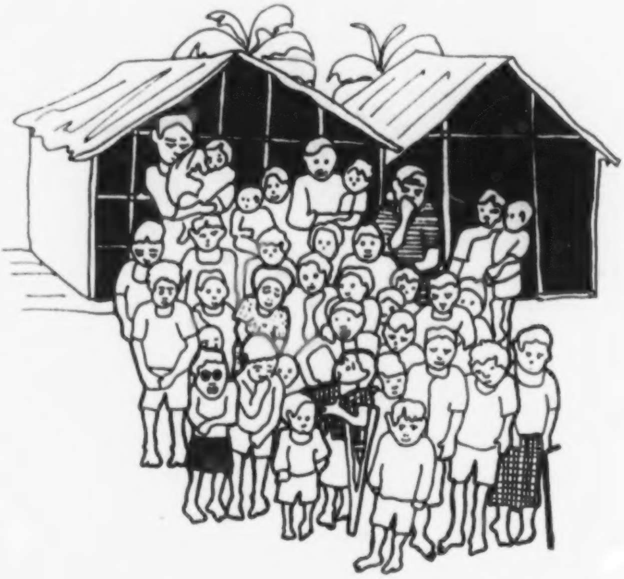
What Is This Guide For?

This Guide will help you to give schooling to the children and adults who have disabilities in your community.

Introduction

What is a disability?

■ You have seen that some people in your community have difficulties which other people do not have. For example, you have seen that some people have difficulty seeing. Some people have difficulty hearing, speaking, learning, or moving around in the same way as others. Some people show strange behaviour, or have fits, or have no feeling in their hands and feet. Such difficulties are called disabilities.



■ Every community has some people with disabilities. Seven out of every 100 people are said to have a disability. You will find that some people with disabilities live in the same way as others in your community. But you will also find that because of their disabilities some people have problems. They have problems doing all the daily activities that other family and community members do.

Activities that people need to be able to do

■ Families of people with disabilities and community members tend to think that people with disabilities cannot do the same activities that they do. This is not so. Many people with disabilities can do all the daily activities. With training many others who do not walk, take care of themselves, communicate, and so on can learn to do such activities better.

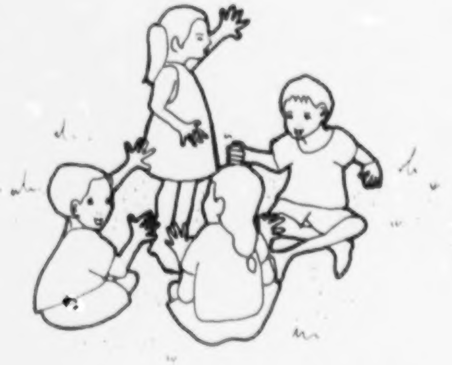
Families and communities often do not give people with disabilities the opportunity to learn how to do the activities they need to do. They do not encourage people with disabilities to go to school, to work, or to join in family and community activities.

■ All people with disabilities who are not able to do the activities that other people do should have training and education. This will make it possible for them to develop the abilities that they have and to get over their disabilities.

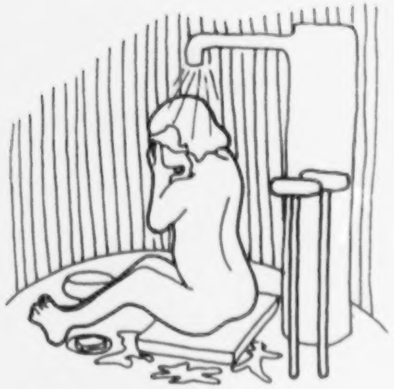
What can training do?

Training can help children

■ Playing.



■ Taking better care of themselves by eating, drinking, keeping clean, using the latrine, and dressing with as little help as possible.

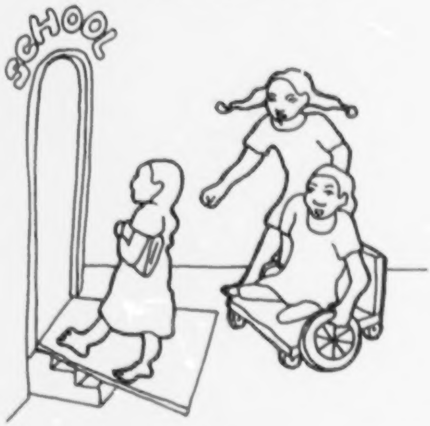


■ Moving with as little help as possible around the home, yard and village, and travelling by bus, train, boat or on an animal.

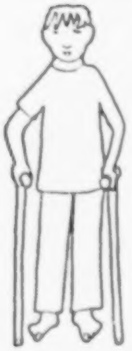
■ Communicating with others.

■ Joining in family and community activities.

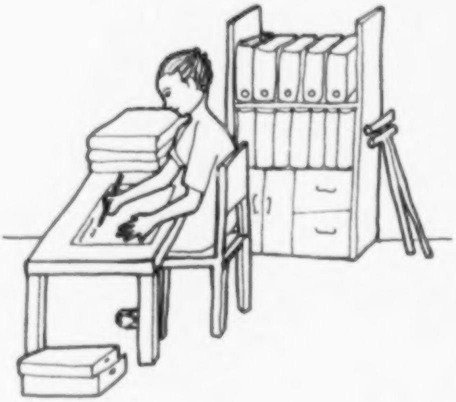
■ Going to school.



Training can help adults



- Taking better care of themselves.
- Moving around with as little help as possible.
- Communicating with others.



- Joining in family and community activities.
- Having schooling if they have not had it.
- Doing household activities.
- Doing a job.

How people with disabilities can have training

- The Manual "TRAINING IN THE COMMUNITY FOR PEOPLE WITH DISABILITIES" is about how children and adults with disabilities can have training to improve their lives.
- The programme described in the Manual is called Community-Based Rehabilitation.
- This Guide, which has been written for you, is part of the Manual. This Guide describes what you can do for the Community-Based Rehabilitation Programme in your community.
- A Local Supervisor is the person who is responsible to the community for organizing and running the training programmes for the members who have disabilities.
- Your community may already have a Local Supervisor. He or she may be the one who has given you this guide and asked for your help.

■ The Local Supervisor does the following:

Involves the community in the Community-Based Rehabilitation Programme.

Locates and identifies the members of your community who have disabilities.

Advises on which people need training.

Finds and teaches a family member or community member to be a trainer for each person who needs training.

Chooses training material from the Manual for each person who will have training.

Teaches, guides, supervises, and encourages people with disabilities and trainers to continue training.

Assesses the progress made by each person who is training.

Keeps records.

Seeks the cooperation of schoolteachers for schooling of children and adults.

Chooses and refers people who need other available services.

■ Your Local Supervisor may already have asked you to help with a child who needs schooling. You may have experience with teaching children with disabilities so you know how to help such children with their education. If you have not yet taught a child who has a disability, this Guide will help you to do so.

■ You will find information on the following pages that tells you about and helps you to understand children with disabilities. This information also helps you to know how to teach these children when they are in school.

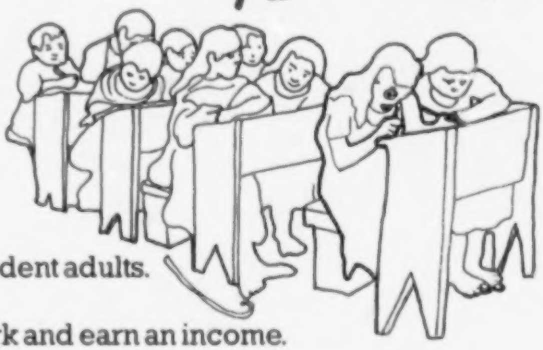
■ Teaching children with disabilities is very interesting and rewarding. Some teachers think they are not capable of such a job. They think that they have to be specially trained, or that the child has to be sent away to a special school. But experience has shown that 8 or 9 children with disabilities out of 10 can attend an ordinary school. When you use this Guide you will be able to teach children with disabilities.

■ The ordinary schools that accept children with disabilities do not have many of these children. Each teacher may have only one or two students with a disability.

Why children with disabilities need to go to school

■ Children with disabilities should go to school just like other children to have education. Schooling and education help them to learn about the world around them and to become useful members of the community.

■ It is possible that some children with disabilities cannot learn to read, write, and count like other children. But it is important that these children go to school for the following reasons:



Education helps children to become independent adults.

Education prepares children to be able to work and earn an income.

Education teaches children how to get along with others, how to behave, and how to work with others.

Education develops abilities that the children have.

Education teaches children to accept rules and to take responsibility.

Education helps children to form friendships and gives them the feeling of belonging to a group.

Education teaches children the activities that will help them to be useful members of a family and a community.

■ All this helps to make up for the disabilities that children have. Also, other children see how much children with disabilities can do in spite of their disabilities. When they see this, they gain from the experience of being with children with disabilities. They learn to accept children with disabilities.

■ For these reasons children with disabilities should have the opportunity of going to the same school as other children.

- You may live in a country where schooling is obligatory. This means that all children must go to school, including children with disabilities.

- Some children with disabilities may be able to complete only a few years of schooling. But some of them are able to complete all their schooling and go on to higher education. Find out each child's ability. Then help each child in your school to reach the highest level of education that he or she is able to reach.

General problems

Getting to school

- The school may be in, or not very far from, your village. If so, all the boys and girls of school age, whether they have disabilities or not, can get there easily.

- There may be children with disabilities who cannot find their way to school on their own. Other children may not be able to walk to school.

Make arrangements for these children to be brought to school and taken home by a family member, other schoolchildren, or a neighbour.

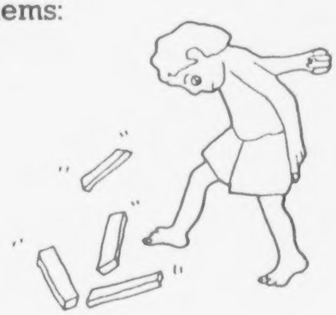
Behaviour problems

- Behaviour is the way that a child does things. Behaviour is the way that a child talks or sits, the way a child touches or looks at someone, or the way a child puts on clothes, and so on.

- A child learns behaviour. Children often learn behaviour from their parents and from other adults. They also learn behaviour from other children, especially children of their own age. Each child learns wanted behaviour as well as unwanted behaviour. So children behave differently from each other.

- Children express themselves through behaviour. Watch and listen to find out what each child is expressing in his or her behaviour. Also try to respond to each child's behaviour in a way that the child understands.

- Some children show some of the following behaviour problems:



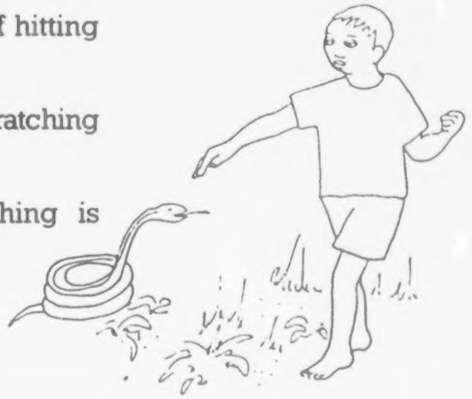
Not being able to give attention to the same activity for long.

Being very quiet or shy.

Being very talkative, boastful, or needing a lot of attention.

Being very jealous.

Losing his or her temper often.



Having a habit of banging his or her head, or of hitting others.

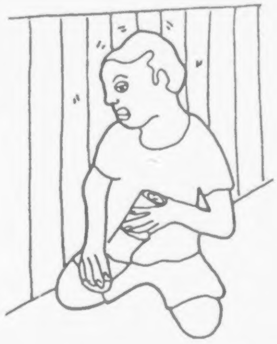
Making unusual faces, biting his or her hands or scratching himself or herself.

Not knowing or understanding when something is dangerous.

Rocking back and forth for a long time.

Having a habit of running away.

Crying.



- Behaviour problems sometimes harm a child. This happens when the child bites or scratches himself or herself or bangs his or her head. Behaviour problems can also harm other people.

- Behaviour problems often delay a child's development. They can prevent the child from using his or her abilities and doing what he or she can do. The child often does not learn as well as other children.

- Some children may behave badly towards other children. They may hit tnem, use bad language or try to ridicule them. This unwanted behaviour is often directed towards children with disabilities.

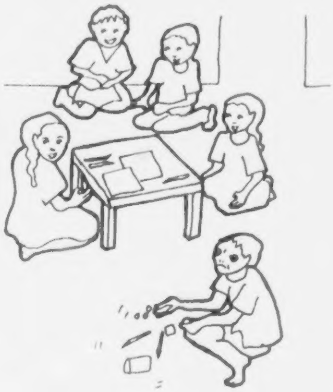
- Behaviour problems sometimes upset the family and community. The family and community often do not want to take responsibility for a child who shows unwanted behaviour.

How to change unwanted behaviour in a child

- A child learns good behaviour by imitating other people's good behaviour. A child learns wanted behaviour by playing with other children who behave well and play well together. A child learns wanted behaviour from teachers and other adults. A child can learn wanted behaviour from you.

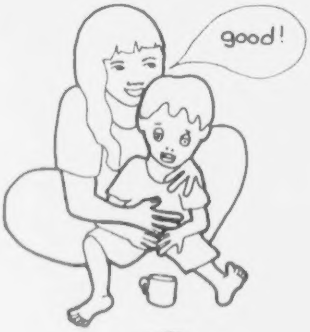
- When the child shows unwanted behaviour let the child know that you do not like such behaviour. If the child wants to please you, he or she will not repeat the unwanted behaviour.

- You will want to know about the child's unwanted behaviour so that you can correct it. Watch the child carefully and find out when the unwanted behaviour takes place. Find out where it takes place, with whom, and why.



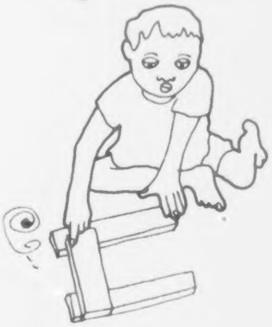
- Do not give a child extra attention when he or she behaves in an unwanted way. A child repeats unwanted behaviour because he or she gets rewarded for it. Find out what reward the child gets for his or her unwanted behaviour. The reward is often extra attention. Or the child has his or her own way, such as getting or doing something he or she wants.

- Unwanted behaviour should be ignored not rewarded. Ignore the child's unwanted behaviour unless it injures another person.



- Give rewards for wanted behaviour. Give a reward immediately each time the child behaves well. Then he or she will want to behave well to get the reward again. Only reward behaviour that you want the child to repeat. Continue rewarding the child until he or she has learned to behave well. Then gradually stop the rewards.

- Whenever possible make sure the child repairs any damage he or she has caused through unwanted behaviour.



- Never punish the child in a way that will hurt the child. Punishment does not teach the child what he or she should do. The best way to discourage the unwanted behaviour of a child is to ignore it.

General information about schooling

Preschool

■ It is important that parents stimulate their children at home. Explaining to children about what happens at home and in the community helps to stimulate them. Children should be encouraged to ask questions and parents to give answers. Parents should play with their children and encourage them to play with other children. Your Local Supervisor has a Training Package about play activities. You may ask to read this package to find out how an early stimulation programme can be carried out among preschool children.

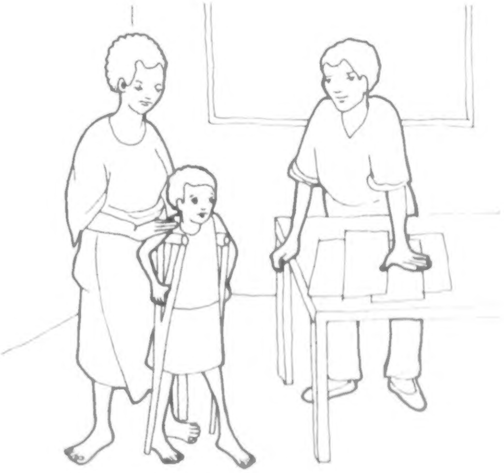
Children should participate in family life and in the activities of the community. Children should be encouraged to go with their families to religious ceremonies, community meetings and so on. These also stimulate children. It is important to start this stimulation as early as possible. One way to start stimulation and to develop the minds of children is to have a preschool group. A preschool group will also prepare children for primary school.

■ If there is a preschool group in your area, advise parents of children with disabilities to send their children to the group before they start going to primary school. A preschool group will not only prepare children for primary school but will also give the children the extra stimulation they need to develop their abilities.

Children with disabilities should start going to a preschool group at the same age as other children and should continue until they are ready to start primary school. For this reason they sometimes need to stay in the preschool group longer than children with no disabilities.

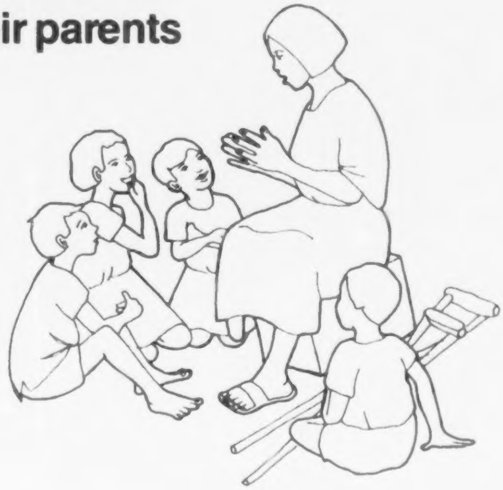
Starting school

■ When a child with a disability is first brought to your school, talk with the family member who is with the child. Find out about the child's disability. Find out what the child's abilities are and what he or she can do in spite of the disability. Also meet the Local Supervisor and discuss with him or her the training done at home. Ask about any problems and difficulties that the child may have.



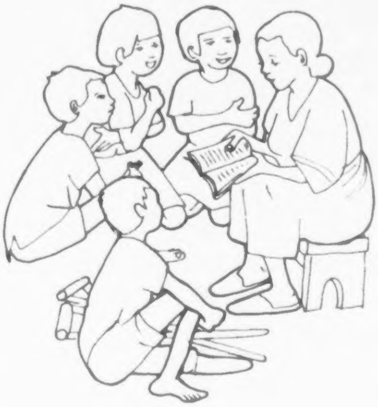
■ Tell the family what they can do at home to help with the child's schooling.

Preparing other children and their parents

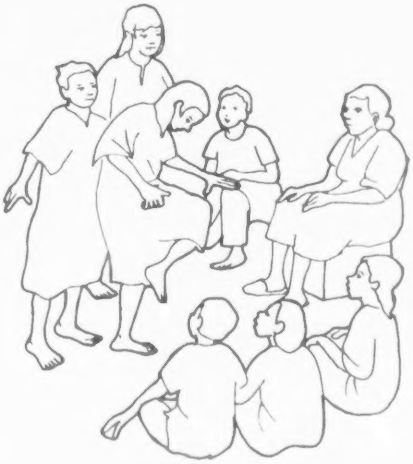


- Tell the children in your school about different disabilities, especially about the disabilities that they may see in children at school or in the community. One way of doing this could be to ask an adult with a disability to come to the school and speak to the children.

- Explain to the children that disabilities are caused by diseases or accidents. For example, you can explain that an infection in the eye or ear can cause difficulty with seeing or hearing. You can explain how a person might fall from a roof or a tree and then have difficulty moving.



- To help children without a disability accept the children with disabilities, tell them stories describing what people with disabilities can do. Ask the children to make drawings based on the stories.



- Encourage the children to make up and act plays. Help them to choose subjects and stories for the plays which will develop in them a good attitude towards people with disabilities.

- Teach the children how to tell each other stories and to act plays without using words. Teach them how to use expressions on their faces and movements of their arms, legs and bodies to express themselves. Then children with communication problems can easily join in telling stories and in acting plays.

- Help the children with disabilities to make friends in school. Friendship will help them to feel secure and accepted. Ask them to show how they use their aids. For example, if a child uses crutches, let the other children try them.

- Children with disabilities should not be protected too much. Nor should they be treated as inferior because of their disabilities. They should be accepted as being children with certain difficulties who may need some extra attention. Explain this to the children in your class and in your school.

- At times you will inform the parents of the children in your class about what is happening at school. Tell them at such meetings about the children with disabilities. Explain to the parents why these children need to go to school just like the children who have no disabilities. Seek the cooperation of the parents to enable children with disabilities to be accepted by their classmates and to benefit from schooling. If possible, arrange a special meeting with parents to prepare them before a child with a disability starts in the class.

At school

- A child with a disability is in some ways different from another child. Some children have little disability and need very little extra attention. For example, a child with a little difficulty seeing or hearing may be able to follow the teaching well if he or she sits at the front of the class. A child with severe difficulty moving may not need any extra attention once he or she has become used to being in the class. Children who have severe difficulty seeing, hearing, and learning will require much more help.

- Ask the Local Supervisor to introduce you to the parents of the children with disabilities if you do not know them.

- Find out as much as you can about each child with a disability, by talking with the child's parents and the Local Supervisor. You will then be able to plan what to do for each child individually, using the advice given in this Guide.

- Find out if the child uses some other special services for rehabilitation, which may exist in your community or district.

- After the child starts school, visit the parents from time to time to discuss with them what they are doing to train the child. If the training is not finished, ask them to show you how much they have done. Ask about their plans for the child's future. Find out how you can best work together with the family.

- Ask if the child takes any medicines and if these should be taken while the child is in school.

- Find out if the child and the parents have problems about schooling. Ask if the family thinks that other schoolchildren are helpful to the child and whether the child gets on well at school.

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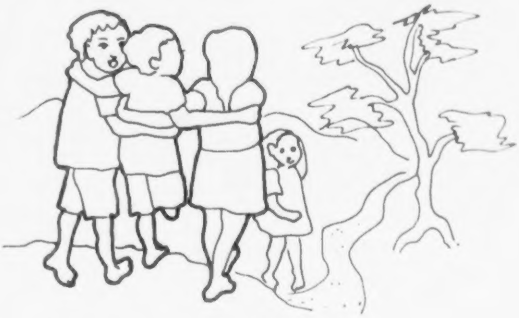
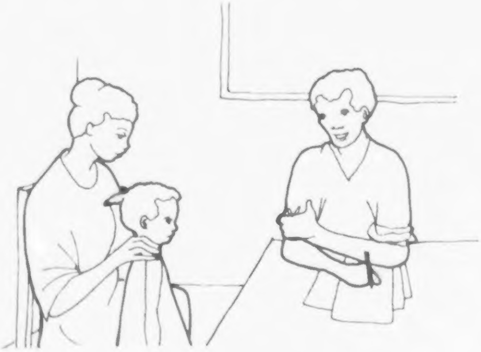
■ Sometimes a child with a disability can have problems with other schoolchildren. If this happens speak to the other schoolchildren and discuss the problem with them. If you feel that the parents of the children can help, ask the Local Supervisor to organize a meeting with the parents of the children.

■ At this meeting explain to the parents the problems between the children. Discuss with parents the problems and how they can be solved. Ask parents to help solve the problems. They can help by explaining to their children about the special needs of a child who has a disability and how they can help the child.

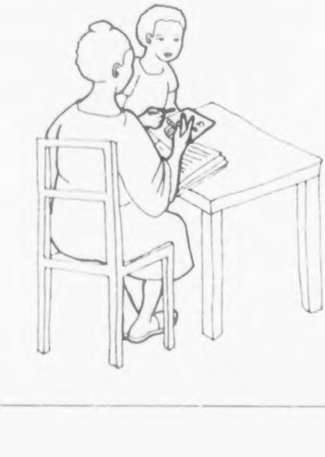
■ Encourage other children in the class to take responsibility for classmates with disabilities.

You could do this by pairing each child who has a disability with a child without disability. Ask the partner without disability to help the other child with schoolwork. Ask the partner to help with practical things. For example, to get to where he or she wants to go, to get to the latrine, to eat, and so on. Ask the partner also to help the child with activities such as field trips or scouting. Explain to the partners that they might sometimes need to protect a child with a disability from physical or verbal harm. To avoid physical or verbal harm, prepare the parents and the other children well in the ways suggested in this Guide.



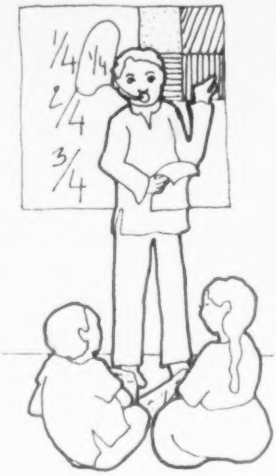


■ If you have any problems with a child in school, meet the child's parents and tell them about the problems. Discuss the problems with the parents and try to solve them together.



■ You may find that you do not have enough time to give the child with a disability all the attention he or she needs. If this is so, ask the community to find a voluntary helper for you. The volunteer can give the children with disabilities the extra help that they need during school hours.

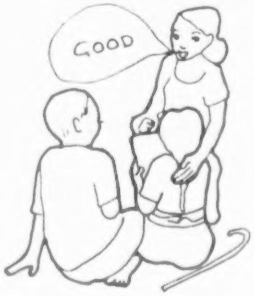
- Many children with disabilities have as much, and sometimes more, intelligence and ability as children without disability. These children with disabilities can be very helpful to you and to others in school. Find out each child's abilities and help each child to use and develop these abilities as much as possible.



- Make sure that the children can see and hear you when you teach. To help them understand, write clearly on the blackboard so that they can read what you are saying. Also let a child with a disability sit in the front of the classroom. Then the child will see and hear better.

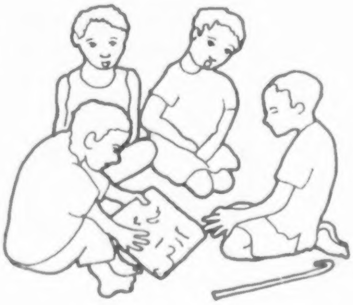
- When you talk make sure that the children can see your face.

- Use drawings, pictures, and models whenever possible to help children understand more clearly what you teach.



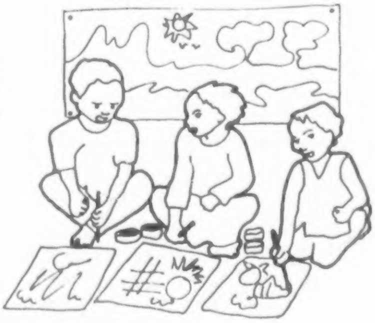
- Encourage the children to think about what you tell them and to ask you questions. Help them to sort out their thoughts and to learn by themselves.

- When a child learns something new, show that you are pleased by this. Praise the child. In this way, you encourage the child to want to learn.



- Some children will learn better in small groups than they do with the whole class. Working in small groups also helps the children to get to know each other and to accept each other.

- From time to time, get the children together in small groups. Give the children subjects to discuss or work to do in these small groups. Or ask the children to discuss what they have learned.

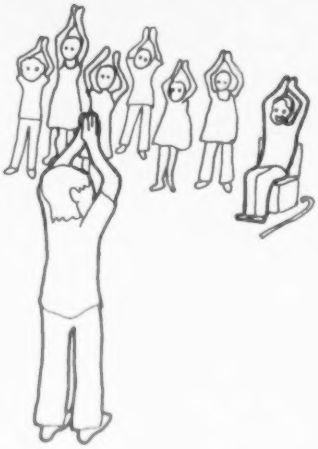


- Some children use their right hand for drawing and writing. Others use their left hand. Let children use whichever hand they choose.

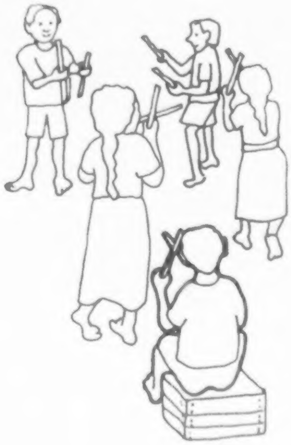
- Include children with disabilities in all school activities such as field trips, scouting, school games, and sports.

Some children cannot join in all school activities, such as sports. If so, provide suitable activities for them to do at the time when other children do those activities.

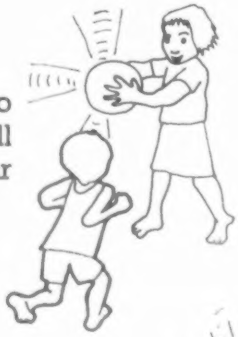
Physical activities and games



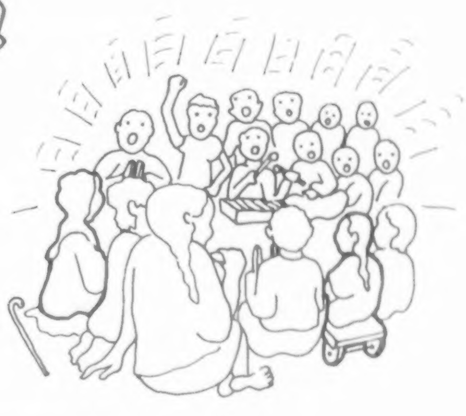
- Physical exercise helps all children to be healthy and keep fit. When you arrange exercise periods for your class, make sure that the children with disabilities join in as much as they can.



- Some children are not able to play very active games. Include games for them which can be played with less effort or which are played sitting down. Then those children can join in as well.



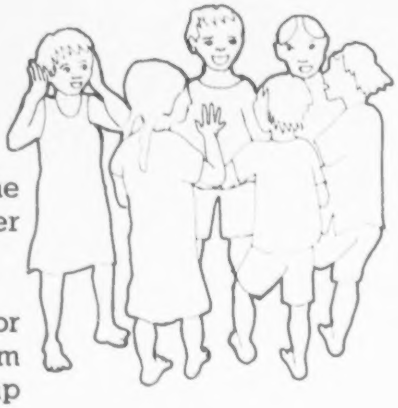
- To make it possible for children who cannot see to play ball games, put a bell inside the ball. Then the children can hear the ball as it moves.



- Most children enjoy music, even if they cannot move or sing with it because of their disability. Children with difficulty learning enjoy music. Even children with difficulty hearing may enjoy music, especially if it has rhythm. You can do many activities to music with children.

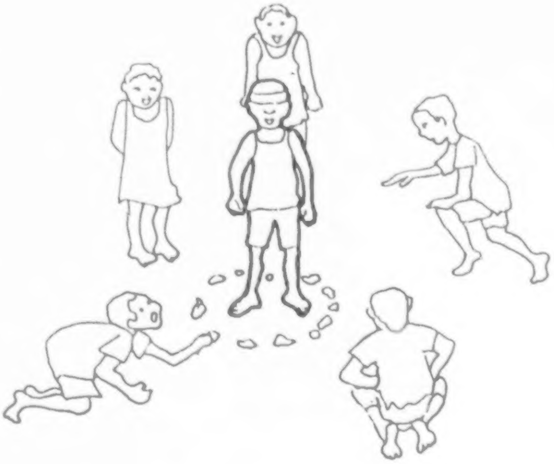
Examples of games to teach the children

First game



- One child closes his or her ears with the fingers.
- Another child tells a funny story to the group.
- Then one of the other children pretends to be the "teacher". The "teacher" asks each child to answer questions about the story.
- When the "teacher" has finished asking questions, he or she asks the child who had the ears closed to open them and listen. The "teacher" asks this child to tell the group what it felt like to not be able to hear the story very well. The child is asked to explain what he or she was able to understand from the faces and gestures of the teacher and the other children.
- Each child should have the chance to have his or her ears closed. This will help the children to understand the problems of a child who has difficulty hearing. They will then be able to understand the child's problem.
- The child who can tell most of the story from reading the faces and gestures wins the game.

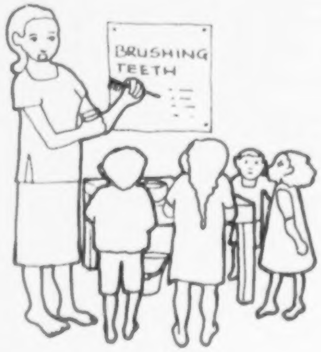
Second game



- One child has his or her eyes covered and stands in the middle of a circle made by the other children.
- The children in the circle will now, one by one, go to the child with the covered eyes. This child will now touch the faces of each one of the others, trying to guess who it is. Only one minute is allowed to guess the name of each child.
- The child with covered eyes guesses the name of each child he or she touches. Count how many guesses are correct.
- Each child should have the chance to stand in the middle. The child with the most correct guesses wins.

Daily activities

- Some children with disabilities cannot learn the skills necessary for daily life as easily as other children. Children need time to practise the skills they learn in the classroom. With practice, they will do these skills more easily. Give children time to practise the skills you teach them.



- Teach the children hygiene and daily activities. Teach them how to clean their teeth, how to wash and bathe using soap, to wash clothes, to use the latrine and then clean themselves. Explain to them why they should do these things.

- Teach them also how to keep the classroom and the school yard clean and tidy. Give the children this responsibility.

KEEP CLEAN USE SOAP

- Teach children to be clean when preparing and eating meals. Teach them to wash vegetables, to use clean pots and pans and to wash their hands with soap and water regularly. Explain to them how doing these things helps to prevent disease.

- Explain to the children about diseases that are common in your area and how they could result in disability. Tell them what causes disease and teach them different ways of preventing disease. For example, explain which kinds of food they should eat to get the proteins and vitamins they need. Explain to them that if they have correct nutrition they will fall ill less often.

Explain how immunizations prevent certain diseases. Tell the children that they and their brothers and sisters should be immunized to prevent them getting the disabilities that result from these diseases. Tell them also how they can get the immunizations.

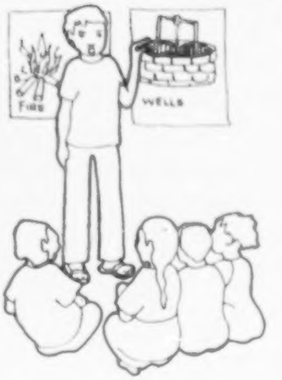
Explain to them the harmful effects of drinking too much alcohol, taking addictive drugs, and using too much tobacco.

- Tell them to drink water that has been boiled first and then cooled. Boiling the water kills germs which can cause disease.

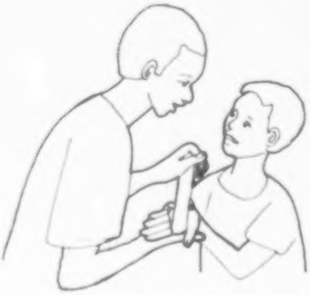
- Stimulate and encourage the children to take responsibility for their own health. Explain to the children how they should seek treatment for their illnesses without delay and explain when they should go to the health worker. Tell them why it is important to follow the advice of the health worker.

- If you are unable to teach the children these things ask the health worker in your community to do it.

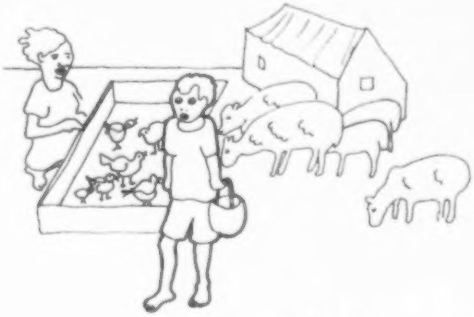
■ Teach the children how to prevent accidents at home and at school. Teach them to be careful when handling knives and other sharp objects. Tell them to climb tall trees only when wearing safety belts. Make them aware of the dangers of wells and fires that are not guarded. Tell them to avoid touching chemicals and poisons at home or in the fields. Teach them how to look after younger brothers and sisters so that they do not have accidents.



■ Teach the children simple "First Aid." Teach them how to treat cuts, simple burns, and small wounds and how to control bleeding from a wound. If you do not know how to do this, ask the health worker to teach this.

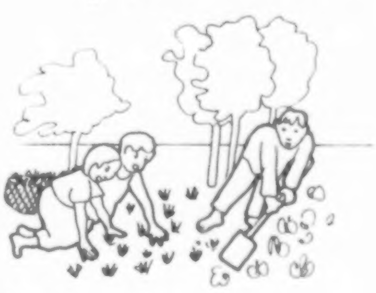


■ If possible, keep a few animals such as goats, rabbits, and poultry at the school. Teach the children how to take care of them.



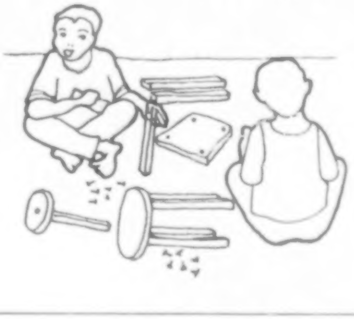
■ Teach the children how to sew so that they can mend their clothes and the clothes of their families.

■ Have a school garden where the children can plant vegetables and fruit.

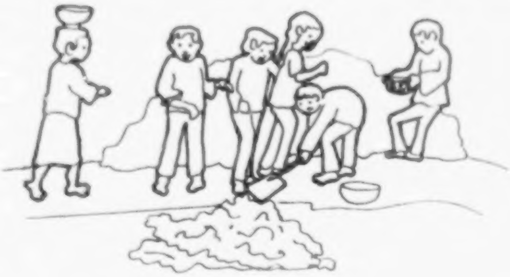


Teach the children to collect the vegetables from the garden and to cook them. Teach the children also to prepare nutritious meals.

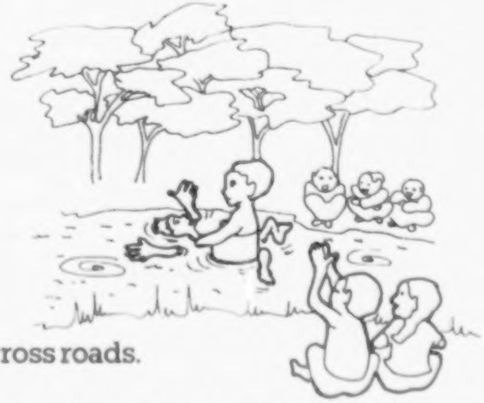
■ Encourage the children to watch their parents at home when they do simple repairs on things that are used daily, such as furniture and bicycles.



Get these children to tell the others how these things are done and why it is important to know how to do them.



- Organize activities where the children work as a group to do an activity that will help the community. For example, cleaning some areas in the village, collecting firewood, building a latrine, or clearing streams.

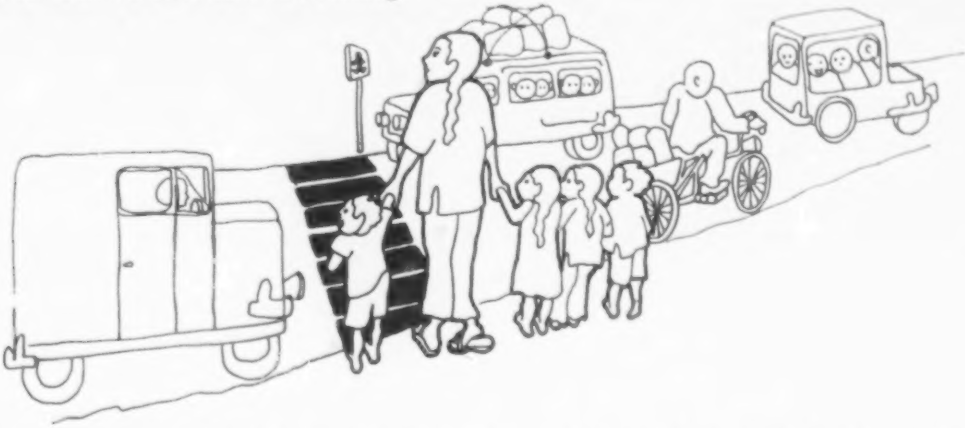


- If there are lakes and rivers in your area, take the children to the river or lake and let them play in the water.

Teach the children to swim. Then it will be safer for the children to play in the water. If you cannot teach the children to swim, find another community member who can do this.

- Teach the children to deal with traffic and to cross roads.

Take the children to the roadside. Teach them to walk on the side of the road facing the direction from which traffic is coming.



When you train the children to cross the road, teach them first to look and listen for traffic that can come from both sides. Explain to them that they must cross the road only when the road is clear or the traffic has stopped.

Cross the road with the children many times, describing and explaining to them how to do it. If there are signs to show where people must cross the road, teach the children to cross the road at these places.

Then tell the children to cross the road alone and watch them. Repeat this until you are sure that all the children can cross the road safely alone. If there is a lot of traffic on some roads, tell the children to ask an adult for help to cross the road.

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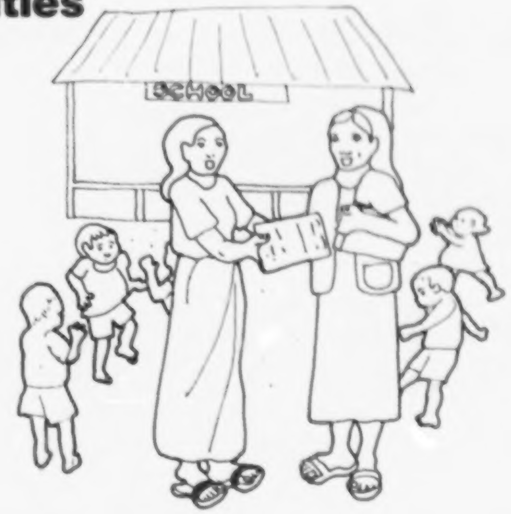
More information on disabilities

■ In the Manual "TRAINING IN THE COMMUNITY FOR PEOPLE WITH DISABILITIES" there are packages to be used at home to train children with different disabilities. When a child with a disability is admitted to your class, ask the Local Supervisor for the Training Packages used by the child's family. Read these and then you will know more about the child's disability and about the training the child has at home.



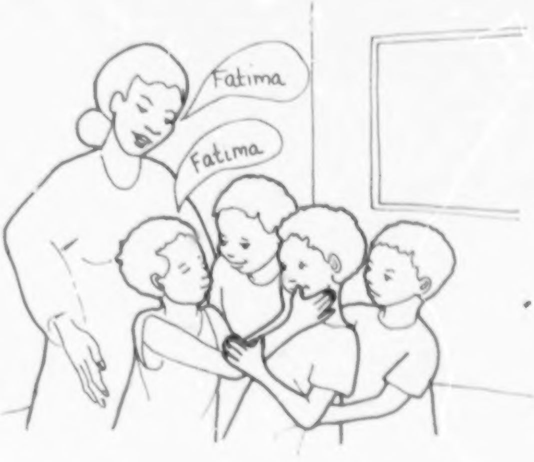
Children who have difficulty seeing

■ Some children may have slight difficulty seeing. Others may have more serious problems, and some may not be able to see at all. Some children may not be able to see you or the classmates they meet at school.

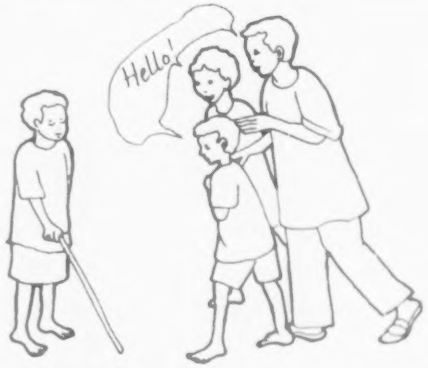
■ When such a child comes for the first time, meet the child and the parents alone. Let the child know who you are by talking with the child and explaining what you are doing. Let the child touch you.

■ Next introduce the child to the classmates. Explain to all of them what is important to the child who has difficulty seeing. Explain that this child goes to school just like everybody else. Tell the children that the child will need some extra attention and ask them to give it when it is needed.

■ Introduce the classmates to the child. If the child cannot see them, tell the child the names of some of the children. Let the child speak with each one of them until the child remembers their voices and names. Let the child touch them. Then tell the child the names of the other children so the child with difficulty seeing will know all the children in the class.



■ Children who have difficulty seeing cannot know the people who are near them because they cannot see. They cannot see whom they have met. When you are with a child who cannot see, speak to him or her. Then the child will know that you are there. Tell the children in the school to do the same.

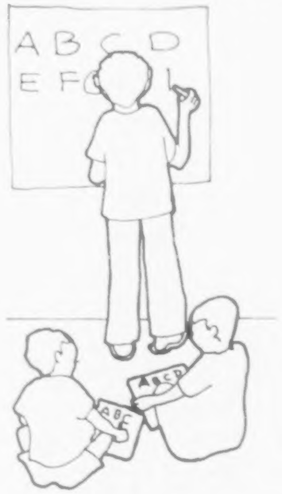


■ The child with difficulty seeing often tries to learn about things by touching, listening, and smelling. He or she also learns about certain things by licking them. Let children use the different ways to learn. Be careful so the child does not touch or lick something that might hurt or be dangerous to him or her.

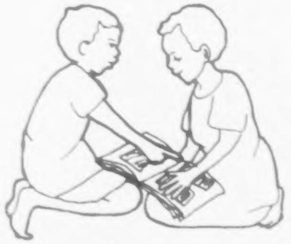
■ Describe the classroom and the school. Take the child around the school and describe to him or her what you can see.

■ Arrange for children with difficulty seeing to sit at the front of the class. If there is a child who can see a little, encourage this child to use the sight he or she has. Make sure that the child has enough light for the work.

■ Write on the blackboard using big letters. Teach the other children also to write in this way.

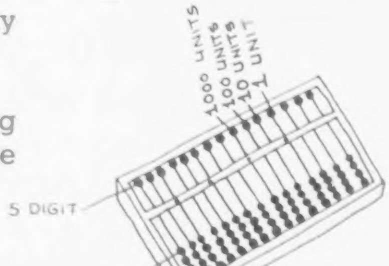


■ Each child with difficulty seeing needs a "reader" to help him or her. The reader will read and explain books to the child and help the child to learn. Find a reader for each child. The reader can be a classmate, an older child, or a friend.

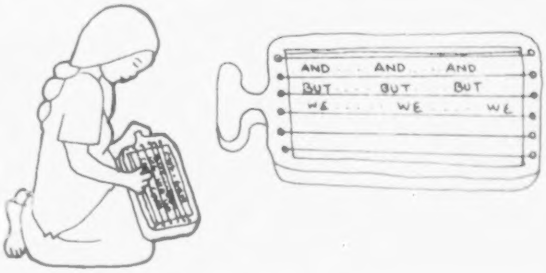


■ Use a counting frame to teach a child who has difficulty seeing to count.

Make a counting frame with wood, pieces of wire or string and beads as shown in the picture. Teach the child to use this counting frame.



- A child who can see a little may be able to learn to read and write in the same ways that other children learn. Teach the child first to write letters and numbers. You can start to teach the child to write with chalk on a slate. Fix pieces of string across the slate so that the child can touch and use the string as guidelines while writing.



- When a child begins writing on paper, fix the strings in the same way on a piece of wood. Teach the child to place the paper under the strings.

- There is a special way in which children with difficulty seeing can learn to write and read. This is called Braille. Some communities may have a special teacher who knows about Braille. Ask your Local Supervisor about this and find out if there is a possibility for the child to learn how to use Braille. It takes about three to four months to learn how to use Braille if the person studies for 1 or 2 hours a day.

If there is no Braille the child who cannot see at all can still learn. This child learns by listening. The child will need to repeat at home and remember what was taught. The child will also learn by doing activities with the children who can see.

Children who have difficulty hearing or speaking

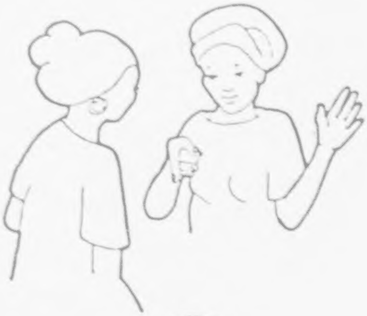
- Children who have difficulty hearing or speaking often do not communicate, or they communicate poorly.

Communication is how we understand what is being said to us and how we express to others our thoughts, needs, and feelings.

- We communicate our thoughts, needs, and feelings in different ways.

- We speak and we hear others when they speak.

- We use movements of the hands, face, and body when we communicate and others understand what the movements mean.



- We write and we read what others have written.

- We use all these ways to communicate, but we use hearing and speaking most often.

- So children with difficulty hearing and speaking have difficulty communicating with others.

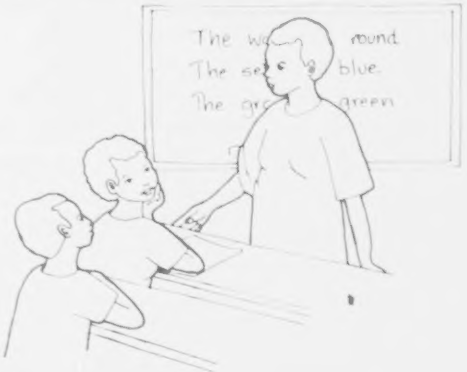
Communication problems

- Some children who are born without hearing may not learn to speak. They should be taught other ways to express their thoughts, needs, and feelings.

- Children who have difficulty hearing, but can hear loud voices, are often slow in their development. They should be taught to listen carefully and to speak. They can also communicate in other ways.

- Some children can hear but do not speak well. Such children should be trained to speak better. Ask your Local Supervisor for the appropriate package. If speaking is not possible, the child should be trained to use other ways to express his or her thoughts, needs, and feelings.

- Children who have difficulty hearing or speaking are sometimes irritable. They may not give their attention to one thing for a long time. Or they may not listen carefully to what is being said. Observe them carefully. If they do not pay enough attention, find ways to make them interested in what you are saying. Then they will want to listen to you.



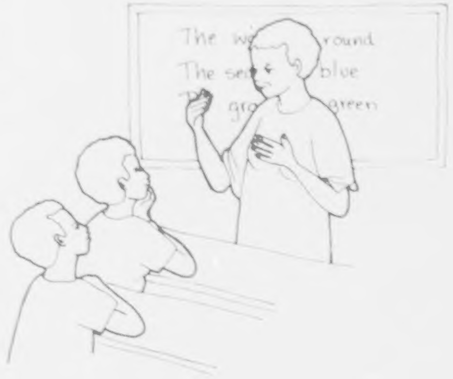
Communicating with a child who has difficulty hearing

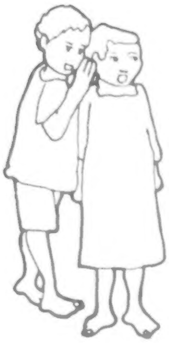
- If there is a child in your class who cannot hear or speak, use different methods of communication with this child. Use speaking, or hand, face, and body movements, or writing. Teach the volunteer and the other children to use the different methods to communicate with the child.

- Before you speak to the child, get the child's attention. Then the child will know that you are speaking to him or her.

- Make sure that the child can see you and hear you when you speak. Stand in the light so that it falls on your face. Then the child can see you clearly.

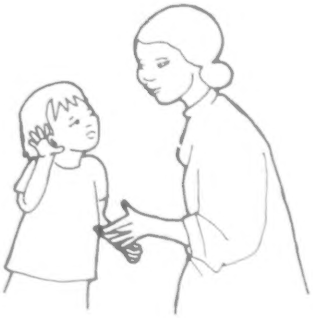
Some children may understand better if they can see your lips when you speak. Therefore do not cover your mouth when you speak. Do not turn your face away from the child when you speak. Do not speak while you are writing on the blackboard.





■ Some children who have difficulty hearing can hear more clearly if others speak close to their ear. Find out if this helps the child you teach. If so, speak close to the child's ear when you communicate with him or her. Tell other children to do the same.

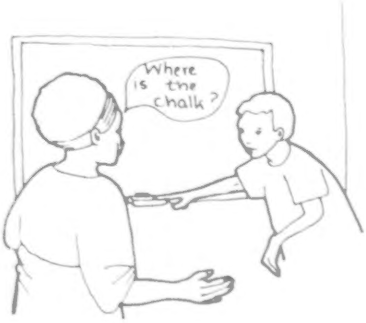
■ Some children who have difficulty hearing can hear better if they put a hand behind the ear. Let the child try this with each ear to find out if it helps.



■ When you communicate with the child give him or her time to listen and to think.

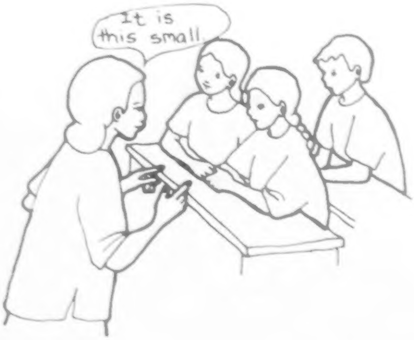
Find out if the child understands what you say. Ask the child something and find out if he or she responds to you.

The child may respond in different ways. He or she may respond by doing what you asked, by pointing to things, or by making sounds.


Where is the chalk?

The child may respond by making sounds which are not proper words. Then repeat correctly the words the child tried to say. Make sure that the child can see your face as you say the words correctly.

■ When you speak you use movements of parts of your body to make what you say clearer to the person who is listening. For example, you shake your head in various ways when you say "yes" or "no". The expression on your face also changes with what you say. You can show joy, sorrow, fear, surprise, and many other feelings on your face.



You also use your hands when you speak. For example, you may use your hands to show the size of things. Sometimes you move your body when you speak.

■ Use movements and expressions as often as possible whenever you are with the child who has difficulty hearing or speaking. The child will then learn what these mean. Teach the other children to use expressions and movements to communicate with the child who has difficulty hearing.

■ Even if a child does not seem to respond to you, continue to speak to the child and to use other methods of communication. Only then can the child learn to communicate.

■ Try to understand the different ways in which the child expresses himself or herself. Also go on using different methods of communication with the child to make him or her understand what you want.

■ Children who can hear some words should be taught to speak. Some children learn to speak clearly; others try to, but only succeed in making certain sounds which can often be understood.

You should, together with the family, train the child to speak as normally as possible by speaking to him or her normally yourself. If they are not trained to speak, some children who might learn to speak will never do so.

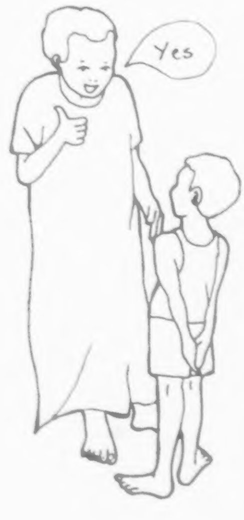
■ Because these children can have difficulty understanding and expressing themselves, give them more time in class.

Other ways of communicating with children

■ You will find more information in the Training Packages for the family member of the child who has difficulty hearing or speaking.

■ Read the Training Package about communication training. You will see that face and body movements, sign language, and lip reading are important.

■ The first things a child with this disability will understand are movements of the face and body. The family may use special movements of the hands and fingers to communicate with the child. This is called sign language.



■ Ask the family if they use special movements or signs to communicate with the child. If so, you and the other children can learn these signs.

■ If the family does not know sign language, you can ask your Local Supervisor to contact someone who has this knowledge. There may also be a manual about sign language in your country. From this you and the classmates of the child can learn what is needed. One hour per day for a period of 3–4 months is sufficient to learn some sign language.

■ Lip reading is another ability that the child can learn. Speak to your Local Supervisor about this.

Children who have difficulty moving

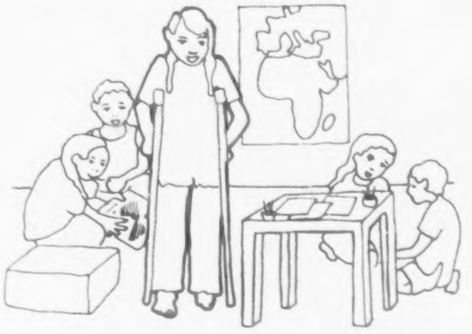
■ Some children may have difficulty moving their legs, arms, trunk, or neck. Because of this, some children may not be able to sit up. Others may not be able to stand and walk. Others may not be able to use their arms and hands like other children of the same age.

■ These children may have other disabilities at the same time, such as difficulty hearing, speaking, or learning.

■ Most children with difficulty moving can be trained to take care of themselves and to move around so that they can come to school. These children can be taught by you in the same way as other children.

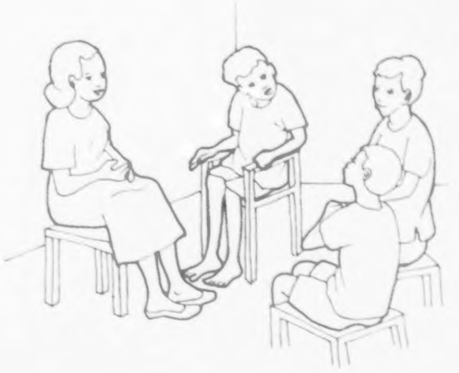
■ Some children who have difficulty moving may need to use sticks, crutches, or frames to walk. Others may need to use trolleys or wheelchairs. Some may have to be carried.

Arrange for these children to be able to move around easily in school. Arrange for them to have the space they need in class to be able to do what they have to.

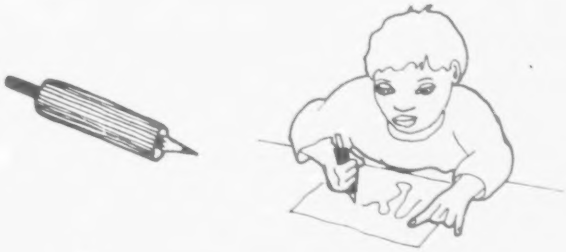


■ Some children find that being in a certain position makes it easier for them to do their work at school. Some may need to be supported on a chair or in a box.

■ These children should not stay in any one position for too long at a time. Arrange for them to change the position in which they sit from time to time.



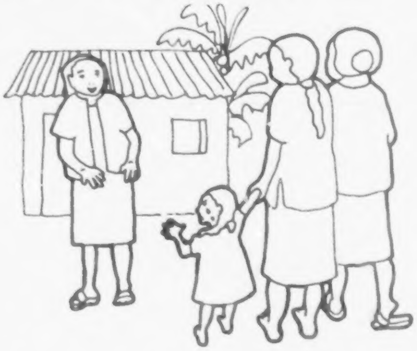
■ Some of these children who have difficulty using their hands can write more easily if their pencils and pens are made thicker. Do this by wrapping cloth round the pens and pencils or by using a piece of bamboo.



- Some children cannot use their hands at all and are unable to write.

At the same time that other children are doing written work, you or the volunteer can teach these children in a small group. You or the volunteer can ask them to do school tests and examinations by speaking instead of writing.

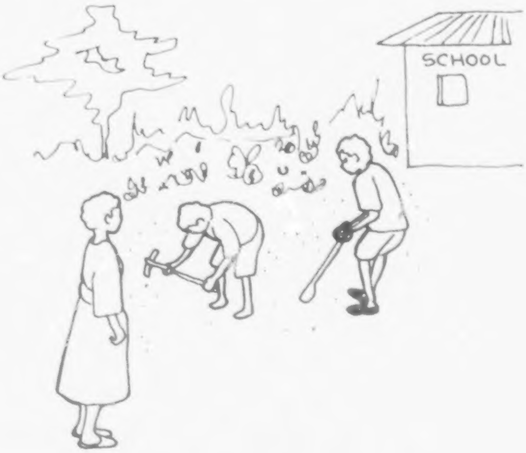
Children who have no feeling in the hands or feet



- You may have a child in your class who cannot feel pain in his or her hands or feet. If so, ask the child or the child's family if he or she has seen a health worker. Also find out if the child has medicine to take.

If the child has not seen a health worker or does not have medicine, refer the child to the health worker.

- Children who cannot feel pain in their hands or feet can injure themselves very easily.



If the injuries are not allowed to heal, deep wounds can develop. If a child who cannot feel pain in the hands or feet has a wound which is not healing well, refer the child to the health worker.

- Make sure that these children protect their hands or feet from injury while at school.

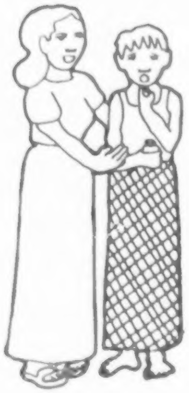
Ask your Local Supervisor for the Training Package which tells you how a person with no feeling in the hands and feet can protect them.

Children who have fits

- Children who have fits should be treated in the same way as other children of the same age.

They should start school at the same age as others. Then their minds and bodies will, in most cases, develop normally.

You should not let children or adults who have fits feel different from other people. They should go about their daily lives as if they had no illness.

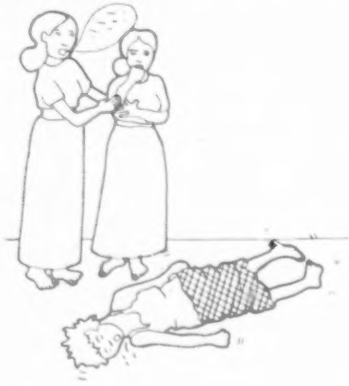


■ You will know what to do if a child has a fit when you have read the Training Package about people who have fits.

■ If a child has been given medicine for fits, which he or she should take during school, make sure that the child takes the medicine. For most such children, medicines will prevent fits.

If the child appears very sleepy or irritable, this may be because of the medicine. Tell the child's family about it.

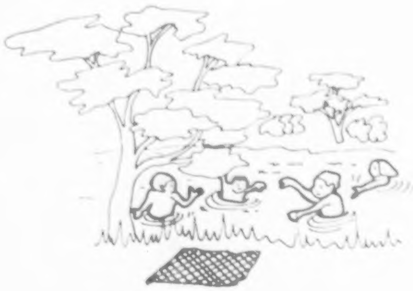
■ You may have a child in your class who, without knowing it, passes urine or faeces while having a fit. If so, ask the family to send another set of clothes to school with the child. Then he or she can change clothes.



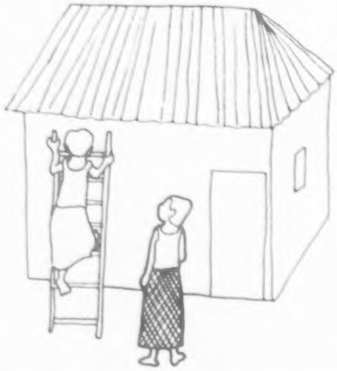
■ If a child has a fit in class your lesson will be disturbed. Explain to the other children what has happened. Tell them that after the fit the child will be completely healthy again. Tell them that they should not be afraid of what they saw. After the child has recovered, continue the lesson by teaching the part just before the child had the fit. The children will probably have forgotten this part.

Safety for a child who has fits

■ Make simple arrangements at school so that the child does not get severe injuries if he or she has a fit. Use the following suggestions:



■ The child must not go bathing in the river alone.



■ The child must not climb trees or ladders.

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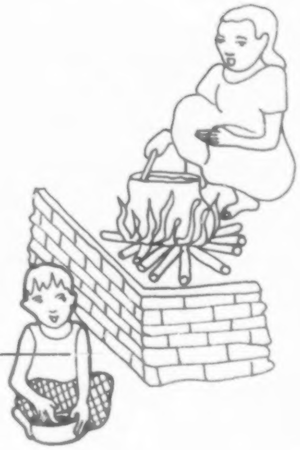
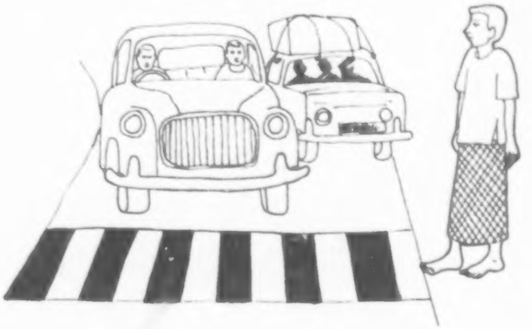
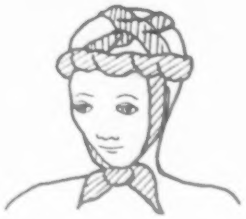


■ Fireplaces must have guards. The child must not sit or work too close to a fire.

■ The child must not look for too long at a fire or flickering light. This can sometimes bring on a fit.



■ The child must be able to cross roads safely.



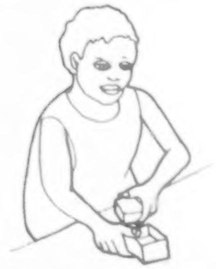
■ Some children who get fits may injure their heads during a fit. Wearing a close-fitting hat to protect the head prevents injuries during a fit. The child you teach may need protection for the head. If so, tell the family to make a hat in the way described in the Training Package. Make sure the child wears the hat while at school.

Children who have difficulty learning

■ Children who have difficulty learning do not develop in the same way as other children. They often develop more slowly, and their development can stop sooner than that of others.

Because of this, a child with difficulty learning can be at the same stage as a child who is younger than him or her. The child will not have the same abilities as other children of the same age. Therefore, it may be better for this child to go to a class for younger children. If this causes social problems, discuss it with your Local Supervisor.

■ Children who have difficulty learning may have other disabilities as well. They may speak poorly or have difficulty moving. They may be clumsy at writing or making things with their hands.



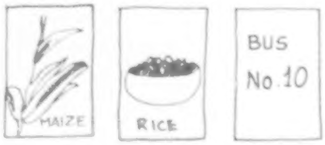
■ When the child is still young (up to about 9 years) you can change the work at school. First assess what the child is able to do. You can use a list of what your school requires the children to do for each level. In this way you may find out, for example, if a child who is in the third class does not know what was taught in the first class.

■ Then you may choose to let the child return to the first class. Or you may choose to let the child remain in the third class and give the child lessons at his or her level.

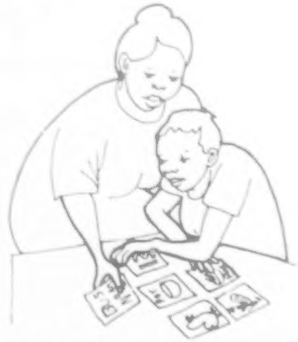
■ If the child still does not learn well, he or she may benefit from spending two years in the same class. If this is allowed in your country, and if you think it will help the child to learn better, speak with the child's parents. If they are willing, arrange for the child to spend two years in the same class.

■ You should help children like this to continue schooling. Schooling will help them to develop even if they are not able to do all of the lessons that the other children do. Changes should be made to allow these children to stay as long as possible in the school. Their time in school will help them to be more independent when they are adults.

■ Use the school time also to teach these children some basic skills. The skills may include using money, recognizing simple labels on bags of seeds, and knowing buses by their numbers.



■ Children who have difficulty learning need more attention to make them feel secure and to develop their abilities. A volunteer in the classroom can teach such children separately at certain times. Arrange for the volunteer to teach the children the special activities that they need to learn to do.



■ If you have problems teaching the child, discuss these with the Local Supervisor and find ways of dealing with the problems. The Local Supervisor may also be able to ask for advice from his or her Supervisor.

Ways to teach a child

- A child can be taught in several ways.

- You can use the following ways to help a child to learn:

Talking and explaining to the child.

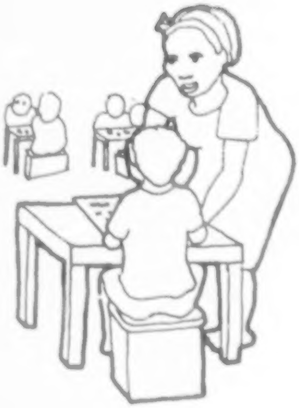
Doing activities together with the child and talking about them.

Doing activities which the child can see or hear.

Talking to the child about what you see other people do.

Encouraging the child to do as much as possible without your help.

- First find out how the child understands you. The child may understand you by listening to your words or by watching your face and the movements of your hands and body. Or the child may understand by touching you while you are doing something. The child may understand by doing an activity with you.



When you teach the child, speak and explain in the way that he or she understands best.

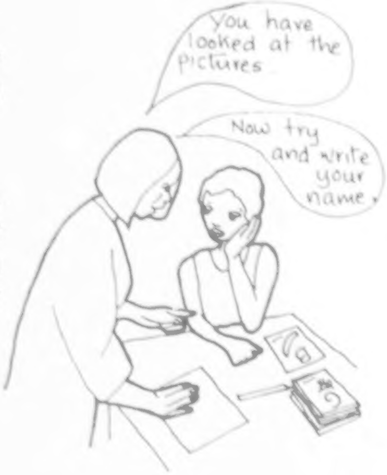
- Teach the child only a little at a time. When the child has learned that well, teach a little more.

- There may be times when the child cannot learn new things, even when you try teaching them. At this time, let the child continue with what he or she already knows.

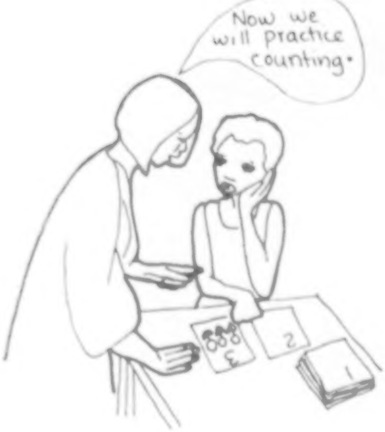
Watch the child carefully to know when he or she is ready to learn more again. Then you can begin teaching the child new things again.

- Some children can give their attention to one thing only for a very short time. If a child is like this, first train the child to do activities or games that he or she likes.

- Do the activities the child likes for a longer time each day. In this way you train the child to keep his or her attention for a longer time. When the child can keep his or her attention to one thing for a longer time, start teaching the child other things that he or she should learn.


You have looked at the pictures
Now try and write your name.

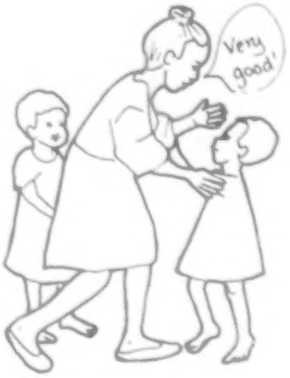
- But remember that if a child does the same activity for too long, he or she may get tired of it. Then the child may not want to do it any more. For this reason, do not make him or her do the same activity for too long. Watch the child to see if he or she is becoming tired. Stop the activity before the child gets tired.


Now we will practice counting.
3
2
1

- Be patient when teaching a child. Speak to the child quietly and slowly.

The child will not learn if you shout or frighten him or her. Also for this reason, do not hit the child. Hitting and shouting will not help a child learn.

How to use rewards to help a child learn



- Rewards can help children learn more quickly. When a child receives a reward for learning something correctly, the child will want to learn more. So let the child know that he or she is rewarded for learning.

Do this by giving a reward as soon as the child has learned something correctly. Give a reward each time he or she learns something correctly.

- Watch the child to find out what he or she likes. Then give the child what he or she likes as a reward.

- A reward may be any of the following things:

A smile, praise, attention or kind words.

Something special, such as fruit or a toy.

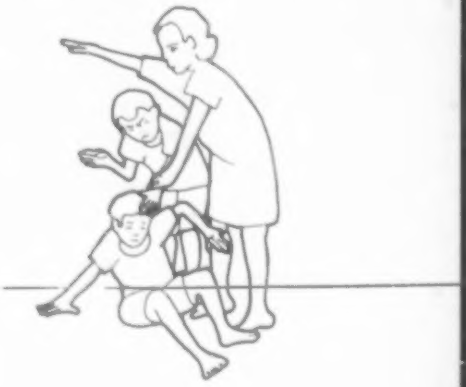
Some activity that he or she likes, such as playing or drawing.

- Rewards should be different for different kinds of learning. For example, give a small reward, such as a pat or a smile, when the child has only learned a little. Give a large reward, such as a toy, when the child has learned something very well.

- Do not reward an unwanted activity. If the child is rewarded for something that he or she should not do, the child may do it again to get the reward.

- Try to ignore the child when he or she does activities that you do not want him or her to repeat.

But if the child does an activity which can cause injury to himself or herself or to another child, you should not ignore the child. Stop the child and encourage him or her to do something else.



- When you teach, give the child a reward for doing an activity in the correct way, at the correct time, and at the correct place. By getting rewards the child can also learn to do activities differently, at different times, and in different places. For example, the child should learn to greet different people in different ways.

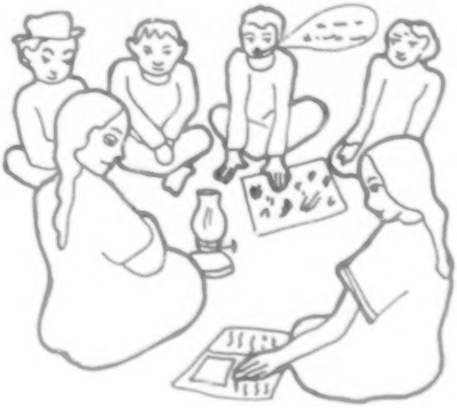
Schooling for adults with disabilities

- There may be adults in your community who cannot count, read, or write. These adults, even if not disabled, should have schooling if they wish. They should have the chance to learn to count, read, and write. In this way they can be more useful to themselves, their families, and their communities.

- Try to arrange schooling for all adults in your community who wish to have it.

- If there are only a few adults who need schooling, they may be able to join in normal classes at the school. If there are many adults who need schooling, have a special class at the school for adults.

- If the adults have other activities during the day, arrange their classes in the evenings.



Self-evaluation

■ After you have used this guide for some time, you will want to know if all the children with disabilities in your community go to school. Then you will want to know if they are benefiting from it.

You have tried to help all the children with disabilities in your community to have schooling. Do you know of any who are still not going to school?

If your answer is "No", you have done well.

If your answer is "Yes", find out why some children are not in school and then find a way for these children to have schooling.

Assessment of children with disabilities

■ This guide is for you to keep and to use as a reference when teaching children with disabilities.

The chart on page 36 will help you to assess the progress made by the children in your school.

Keep a separate chart for each child with a disability.

■ When each child starts school, do the following:

Enter the child's name at the top of the chart. Put the date of the child's first day at school at the top of the first column.

Watch the child carefully for a few days. Then answer the questions by marking "Yes" or "No" in the column under the first date entered.

■ You can follow the progress of the child by repeating the assessment every six months. Assess the child by answering the questions again.

Each time you reassess the child, write the date at the top of the column and answer the questions with "Yes" or "No". In this way you can see the child's progress.

■ Under "Any other comments" add your observations of the child's development. Also add information about communication with the parents and with the Local Supervisor.

■ If another teacher takes over after the end of the school year, give the chart to the new teacher. Also explain carefully your experiences with the child.

PROGRESS CHART				
Name of child				
Date:				
QUESTIONS	Yes/No	Yes/No	Yes/No	Yes/No
Comes to school regularly?				
Keeps up with other children in class?				
Understands what you say?				
Communicates with you?				
Is accepted by classmates?				
Does not disturb the class?				
Plays with other children?				
Takes part in other school activities?				
Any other comments:				

If after some time all your answers are "Yes", then you know that the child has benefited from schooling.

If any of the answers are "No", go through the following list to find a possible reason for each "No" answer. Then find out what you can do about it.

1. The child has not been to school for long enough. Assess the child again at the end of another six months.

2. You have not taught the child in the correct way. Read in your guide about the child's disability and continue teaching the child.

3. The child with a disability is not accepted by his or her classmates. Discuss this with them and try to change their attitudes. Meet with the parents of all the children in the class to decide what needs to be done.

4. The child's disability is severe. Discuss this with the child's parents and the Local Supervisor. Continue teaching the child, trying to help as much as possible.

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

TRAINING IN THE COMMUNITY FOR PEOPLE WITH DISABILITIES

1.

Training package for a family member of a child who has difficulty seeing

Information about the disability and what you can do about it

What Is This Package For?

The information in this package will help you to understand the disability of a child who has difficulty seeing. The instructions will help you to start training the child in the daily activities he or she needs to do.

World Health Organization
Geneva, 1989

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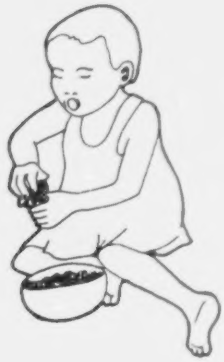
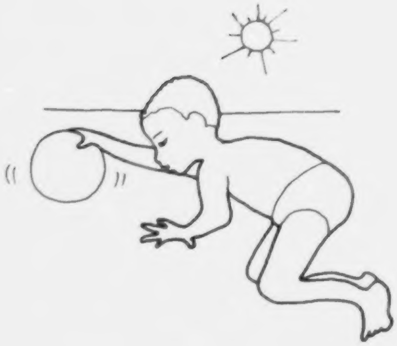
1. Training package for a family member of a child who has difficulty seeing

Information about the disability and what you can do about it

■ The child you train may have had difficulty seeing since birth. Or the child may have lost his or her sight at an early age. Difficulty seeing is caused by a disease or injury to the eyes. Sometimes it is caused by lack of proper food.

■ A child who has difficulty seeing should always be seen by a health worker. Find out from your health worker if the child can be helped by taking medicine or by using glasses, or needs to be taken to a doctor.





■ The child you train may not be able to see at all.

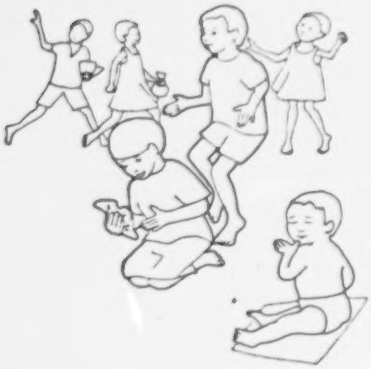
Even if the child cannot see at all, it is possible for you to train the child to do most of the activities that other children of the same age do.

■ The child you train may be able to see just a little. If so, train the child to do what other children of the same age do by using his or her sight as much as possible.

■ The child you train may have difficulty seeing only when it is dark. If so, first teach the child to do the activities described in this package during the day when he or she sees best.

When the child can do the activities during the day teach him or her to do the activities when it is dark.

What the child has difficulty learning



- If the child you train cannot see at all, the child may have difficulty learning how to use his or her body.

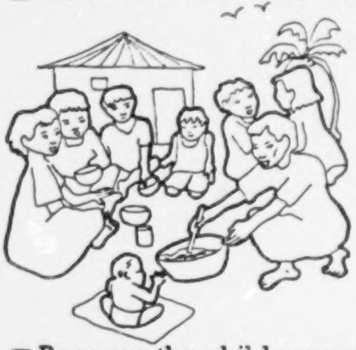
This is because the child cannot see how people do things. The child cannot see how people sit. The child cannot see how people use their fingers and hands to touch, pick up, hold, and use objects.

- The child cannot see the way people move around. The child cannot see the way a baby crawls or the way a person walks or runs.

- The child cannot see how other children play.

- The child cannot see how people take care of themselves by eating, drinking, keeping clean, and using the latrine without help.

- The child cannot see the faces or bodies of family members and of other people.



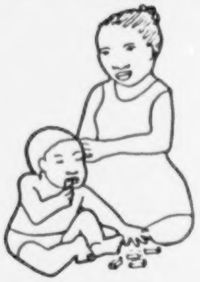
- The child cannot see how people communicate by speaking, by changing the expressions on their faces and by moving their arms and bodies.

- The child cannot see what things are in the world around him or her. The child cannot see the home, the yard, or the village. The child cannot see what anything looks like, how anything is used or how anything moves.

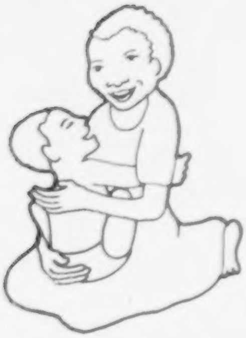
- Because the child cannot see these things, he or she will not learn in the way that other children of the same age learn. The child needs your help to understand the things that other children understand by seeing.

- The child who cannot see will need a great deal of time and practice to learn to do the activities done by other children of the same age.

How to help the child learn



- The child who has difficulty seeing can learn about things by touching them. The child can learn about some things by listening to the sounds they make. The child can also learn about some things by smell and by taste. Let the child learn about different objects in these different ways. Only stop the child if he or she is doing something which can cause injury to himself or herself.



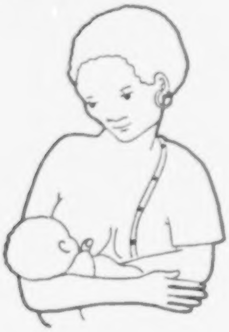
- Encourage the child to learn new things. Let him or her know that you are happy when he or she learns a new activity or does something well. In this way you encourage the child to want to learn more.

The child knows when you are pleased by your words and by the sound of your voice. The child knows you are pleased when you touch and hold him or her close to you. Encourage the child by showing love and interest and by spending more time with him or her.

Activities that the child needs to be able to do

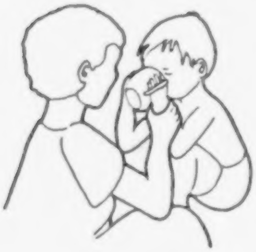
- With your help, the child you train can learn to do the same activities as other children. The child can learn to do the activities at about the same age that other children learn to do them.

Feeding



- A baby with difficulty seeing should be breast-fed just like other babies. Your Local Supervisor has a package that explains how to breast-feed a baby with a disability. If your child is having difficulty breast-feeding, ask your Local Supervisor for this package.

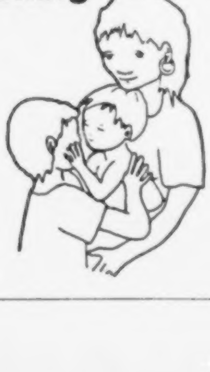
- A child with difficulty seeing should be given the same food and drink as other children of the same age. This is important to prevent the child from becoming ill. Make sure that the child is given the same food and drink as other children of the same age.



The child may not yet know how to eat and drink by himself or herself. If so, help the child to feed himself or herself until he or she knows how to do it alone.

If the child does not grow as fast as other children of his or her age, take the child to the health worker. Ask the health worker for advice about how to help the child to grow well.

Listening

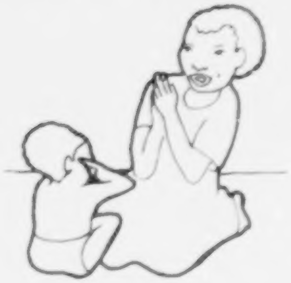


- Teach the child to listen to and to know the sounds that you hear around you.

Teach the child to know people by their voices. Explain to the child which voice belongs to which person. For example, "This is your sister Sri who is talking." "This is Papa." Then ask each person to come very close so that the child can touch each face as you describe the person.

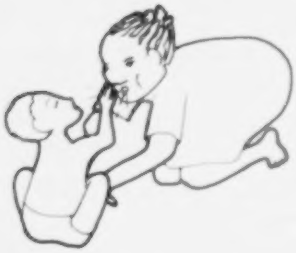
Let the child listen to and touch animals too. Tell the child the names of the animals when he or she listens to and touches each animal.

Explain all other sounds around such as running water, fire, wind, and traffic. In this way, the child you train will begin to know all the sounds that he or she hears.



■ Clap your hands in different ways and let the child listen to you. Clap your hands softly and then loudly and teach the child the difference. Clap your hands fast and slow and teach the child the difference.

To teach the child to clap, put your hands over the child's hands. Teach the child to clap in different ways. Then teach the child to listen to the different sounds that he or she is making.

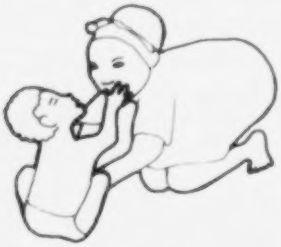


■ Continue teaching the child to listen to different sounds. Make different sounds by snapping your fingers, by clicking your tongue, and by blowing, and teach the child to know these sounds.

Explain to the child how you make these sounds. Let the child feel your movements as you make the sounds. Now help the child to make the same sounds.

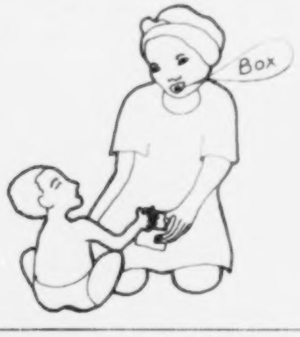
Speaking

■ A child who has difficulty seeing cannot see the way people move their lips when they speak. Because of this, the child may not learn to speak at the same age that other children speak. Help the child you train to learn to speak.



■ Begin by putting the child's hand on your mouth and face as you speak. Let the child feel the way your lips, cheeks and jaws move. Also let the child feel the way that the air comes out of your nose and mouth as you speak.

Now ask the child to put his or her hands on his or her mouth. Ask the child to repeat the words you said, moving the lips, cheeks, and jaws and blowing the air out of the nose and mouth, as you did. Teach the child to repeat words after you in this way.



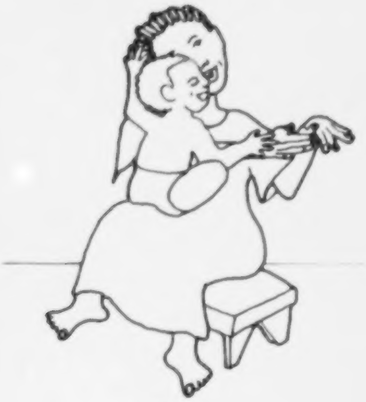
■ Because the child cannot see objects, he or she cannot learn their names without help. Or the child may know some words or names, but not what they mean. Teach the child the meaning of words.

When the child touches something, say its name. Then ask the child to repeat the name. If you do this many times, the child will learn the names of different objects.

■ Call the child's name when you speak with the child so that the child knows that you are speaking with him or her.

■ Use your voice in different ways to tell the child different things, such as when to be careful, when there is danger, or when you are happy. This will help him or her to understand. Do not speak in a way that frightens the child.

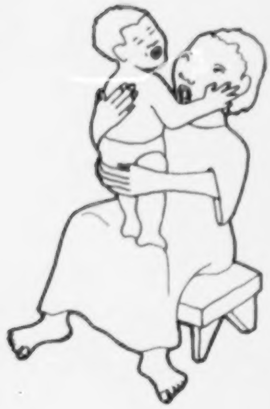
Moving around



■ A child who has difficulty seeing cannot learn to move the way other children do.

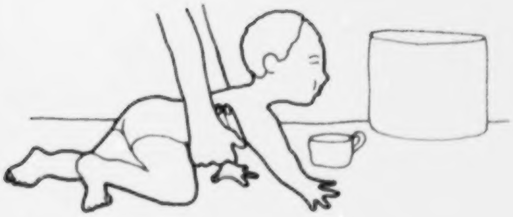
When the child is small, carry him or her close to you when you move around so that the child will learn the feeling of movement.

Then start to teach the child to move his or her body. Begin by moving your head, arms, and legs. Let the child feel how you move and help the child to move in the same way.



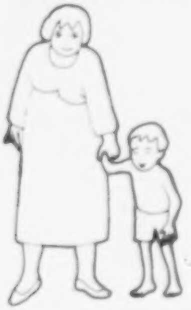
■ Sit the child on your lap and move him or her in different ways on your lap. Then help the child to move.

Support the child standing on your lap and move him or her around. Then help the child to move. In this way, the child will learn the feeling of movement.

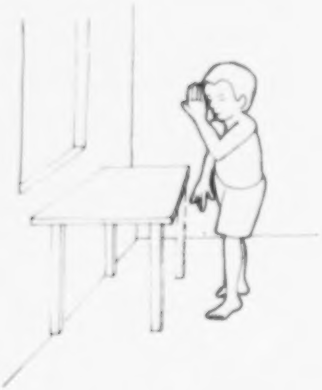


■ A child who cannot see may not learn by himself or herself how to crawl. If the child you train has not learned to crawl, teach the child how to crawl. Hold the child kneeling on his or her hands and knees as if crawling. Ask a family member to call to the child or to make noises that will encourage the child to move toward the family member. Help the child to move towards the family member. In this way you teach the child to crawl.

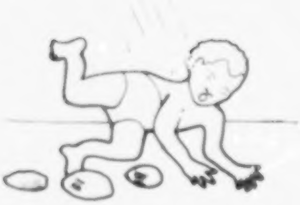
When the child has learned to crawl, encourage the child to move around and learn about the things in the home or yard. Crawling also helps the child to learn to use the arms and legs.



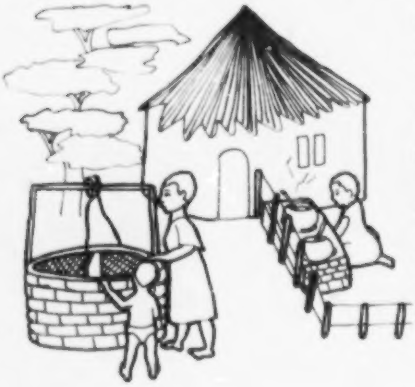
- When you start teaching the child to walk, talk with him or her as you walk together. Tell the child what kind of ground you are walking on. Tell the child if the ground is rough, smooth, sandy, or grassy. Let the child feel the ground with his or her feet and hands to know the difference.



- The child may not like to move around because he or she is afraid of hitting things. Tell the child to hold one arm in front of the face and the other arm in front of the body to protect himself or herself while walking. Then the child will become less afraid to move around alone.



- There will be times when the child falls down. Teach the child to put his or her arms out straight in front as he or she falls. Then the child will not be injured or will have less injury when he or she falls. When the child learns this, he or she will not be afraid of moving around.

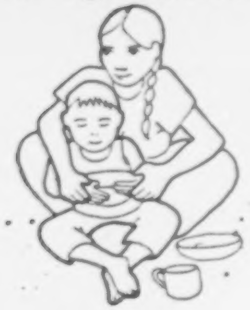


- Protect the child by keeping him or her away from dangerous places, such as fires, wells, and rivers.

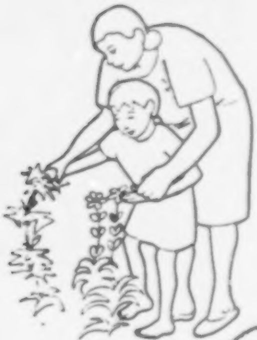
Fireplaces and wells should have guards to protect the child from getting too close.

When the child is old enough to understand what danger is, take him or her to fireplaces, wells, and rivers. The child will then learn where they are. Explain the dangers so that the child knows not to go too close to them alone.

Learning about the surroundings

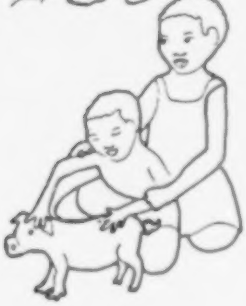


■ Teach the child how to hold and feel things with hands and fingers. Do this by holding and moving the child's hand over different objects so that he can feel the objects as you describe them. In this way, the child will learn to "see" objects with his or her hands and fingers.



■ Help the child to explore the surroundings. Go with the child from place to place and let the child feel with the hands what is around him or her.

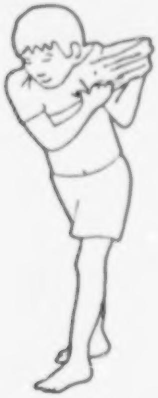
■ Put your hands over the child's hands. Then together put your hands on moving animals or objects so that the child can feel how they move.



■ Help the child to learn about things by touching them. Give the child objects to hold. At the same time explain to the child what the objects are, what they look like, and how they are used.

■ Your Local Supervisor has a package which describes how an older child can be trained to move around alone. When you think that the child you train is ready to use this package, ask your Local Supervisor for it.

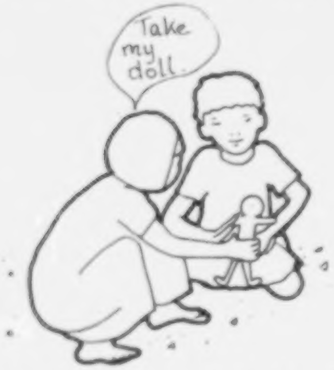
Taking care of himself or herself



■ It is better for a child to be able to eat, drink, keep clean, go to the latrine, and dress without help from anyone else. This will make the child happier and healthier. When the child does these activities alone, you will have more time for other things. Even if the child does these activities slowly when he or she does them alone, let the child do them without your help.

■ Your Local Supervisor has a package on how to train an older child to take care of himself or herself. When you think that the child you train is ready to use this package, ask your Local Supervisor for it.

How to help the child to develop through play

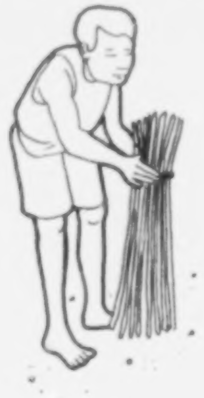

Take my doll.

- A child who has difficulty seeing can develop his or her touch, hearing, smell, and taste through play.

Through play, the child can also develop the abilities to speak, to learn, and to move. Through play, the child can also learn to behave in the same ways as other children.

Your Local Supervisor has a package about "Play Activities" to help you train the child to develop and to do what other children do. Ask your Local Supervisor for this package.

About the child's future



- A child who has difficulty seeing should go to school at the same age as other children. Your Local Supervisor has a package that explains how the child can go to school. Ask your Local Supervisor for advice.

- As the child grows older, he or she should do household activities as other children.

When the child grows up, he or she can learn to do a job and earn an income. When you think that the child has reached the age to be doing these activities, ask your Local Supervisor for advice.

Results

After you have read this package, check your understanding by answering the following questions:

- What causes difficulty seeing?
- How can you help your child to learn?
- What you can teach the child to learn by listening to sounds?
- How do you teach the child to walk?
- Should the child go to school?
- Should the child do a job when he or she is an adult?

Now check back in the package to find out if your answers are correct. If any answer is wrong, read the package again. Then answer the question again and check your answer. If you have any problem doing this, you can discuss it with your Local Supervisor.

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

TRAINING IN THE COMMUNITY FOR PEOPLE WITH DISABILITIES

2.

Training package for a family member of a person who has difficulty seeing

How to train the person to take care of himself or herself

What Is This Package For?

The instructions in this package will help you to train a person who has difficulty seeing to take better care of himself or herself. The training includes how to eat, drink, bathe, wash clothes, clean teeth, care for hair and nails, use the latrine, dress, and use money without help.

World Health Organization
Geneva, 1989

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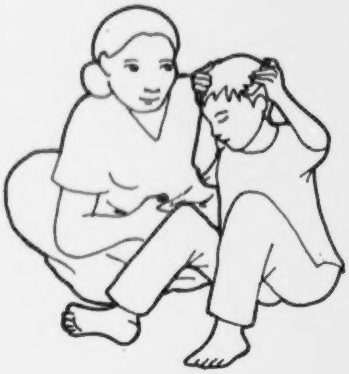
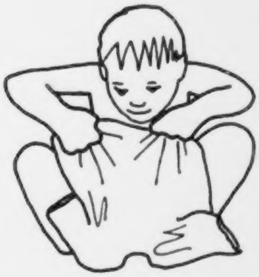
2. Training package for a family member of a person who has difficulty seeing

How to train the person to take care of himself or herself

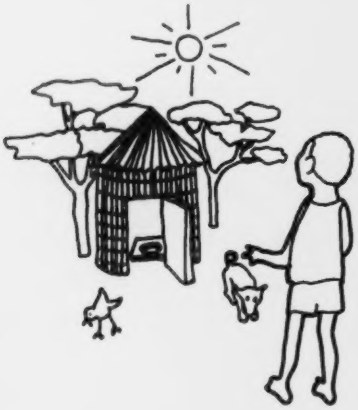


■ The person you train may not be able to see at all. Even if the person cannot see at all, it is possible for you to train him or her to do the activities described in this package.



■ The person you train may be able to see just a little. If so, train the person to take care of himself or herself using his or her sight as much as possible.

■ A person who was able to see before will not need much training in order to take care of himself or herself. However, the person may need encouragement from you to take care of himself or herself in the way that he or she did before.



■ The person you train may have difficulty seeing only when it is dark. If so, first teach the person to do the activities described in this package during the day, when he or she sees best.

When the person can do the activities in the day, teach the person to do the activities when it is dark.

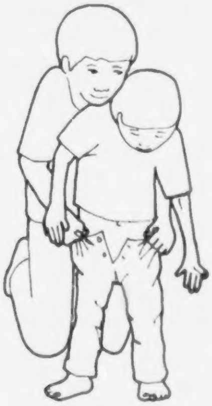
How to teach the person to do an activity

- You have observed the person you train and you know what the person's abilities are. You also know how much of an activity the person may be able to do alone, and how much he or she may not be able to do. Always encourage the person to do alone whatever the person can do alone.

- When you teach the person an activity observe the person all the time. Always find out how much of the activity the person can do alone without your help. Then help the person to do those parts of the activity that he or she cannot do alone.

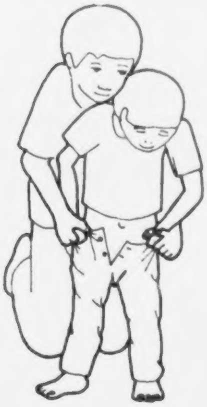
- Teach the person only one activity at a time. Begin to teach a new activity only when the person has learned to do the previous activity.

- You can use the following way to teach the person to do any activity. Begin the training with an activity that you think the person will learn easily.



1. Think about how the person should do the activity. Explain to the person how he or she should do the activity. Also explain to the person why doing the activity will help him or her in daily life.

2. Show the person how to do the activity by doing the activity with him or her. Describe to the person what you are doing. Let the person listen to you and touch what you are doing.

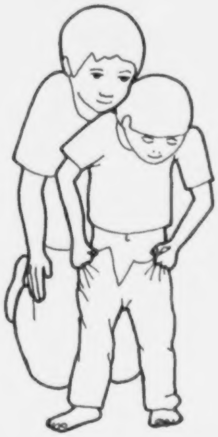


3. Now ask the person to try to do the activity. Let the person do as much as possible without your help. Help the person to do those parts of the activity which he or she cannot do alone. Help the person by putting your hands on the person's hands. Also tell the person what he or she should do with you as you do the activity together.

4. Each time the person completes the activity with you, show the person that you are pleased.

   When the person does a part of the activity alone that he or she could not do before, show the person that you are pleased.

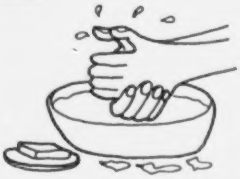
When the person does the activity well, show the person that you are pleased. You can show the person that you are pleased by patting or hugging him or her. You can tell the person he or she has done well. This will help the person to want to do more.



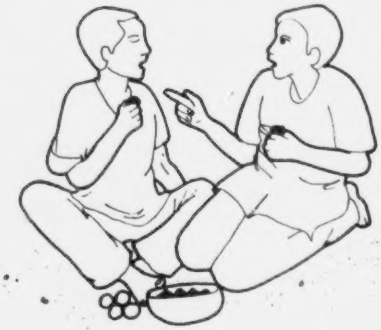
5. Do the activity with the person in the same way every time the person needs to do the activity.
6. When the person learns to do more of the activity, give the person less help and less instruction. Each time ask the person to do as much as possible without your help. Put your hands on the person's hands and tell him or her what to do only when the person needs help to complete the activity.
7. Continue training the person in this way until he or she has learned to do the whole activity. This may take several days or weeks.

Activities that the person needs to be able to do

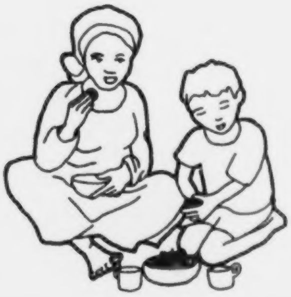
Eating



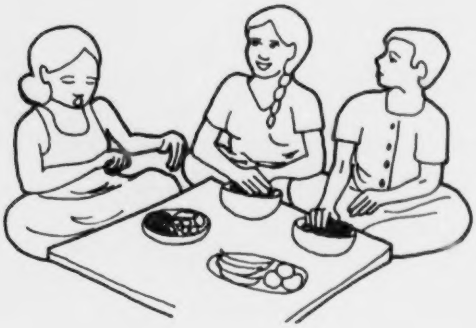
- The person's hands should be kept clean to prevent diseases. Teach the person to wash his or her hands before and after every meal.



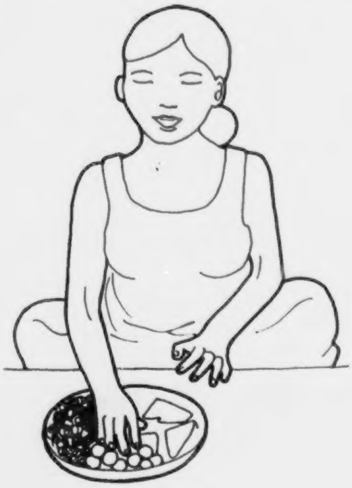
- A person with difficulty seeing should eat in the same way as other family members. Then he or she will not feel different because of the disability. Only choose another way for the person to eat if this is not possible.
- If the person was able to eat without help before becoming disabled, it will be easier for him or her to eat in the same way now.



- If the person has never been able to see, help the person to learn about different kinds of food. Sit at the person's side during a meal and tell the person what food he or she is eating. Give the person time to taste each type of food. Teach the person also to know different kinds of food by their smell and by what they feel like.



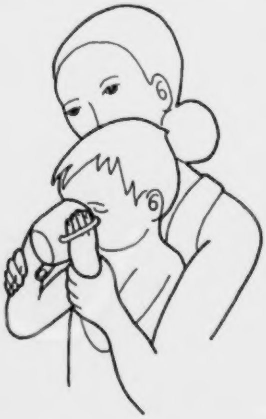
■ If the person always sits in the same place, it will be easier for him or her to eat. Always put his or her plate and other things used for eating in the same place for every meal. Then the person can find them easily.



■ Put different kinds of food in the same place on the person's plate each time. Then the person will know where to find them.

Drinking

■ If the person was able to drink from a cup before becoming disabled, he or she will be able to drink in the same way now.

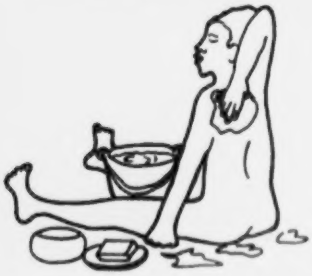


■ If the person you train is a child, he or she may not be able to drink from a cup. Teach a child to drink from a cup by putting your hand over the child's hand and together holding the cup. Show the child how to take the cup to the mouth, take a drink, and put the cup down again. Help the child several times, giving less help each time. Then let him or her try it alone. In this way, the child will learn to drink from a cup.

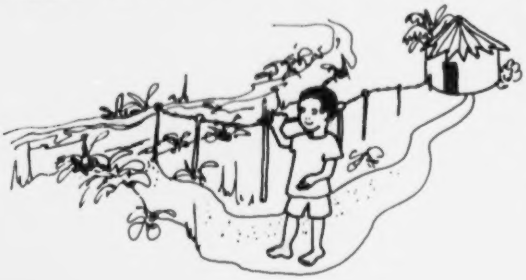
■ It will be easier for the person if you always keep the cup in the same place so that he or she can find it.

Bathing

- Keeping the body clean helps prevent diseases. For this reason, it is important for the person to bathe with soap and water every day.

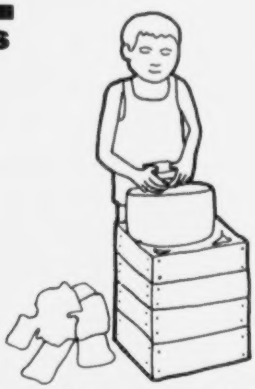


- The person can learn to bathe in the same way as other family members. For example, he or she can use a bowl to pour water from a bucket over the body. Or the person can go to a well, lake, or river to bathe if this is the way that other family members bathe.



- If the person cannot go alone to the bathing place, arrange for someone else to guide the person. You, another family member, a friend, or a neighbour can guide the person to the bathing place. Or fix a string or rope for the person to follow from the house to the bathing place.

Washing clothes

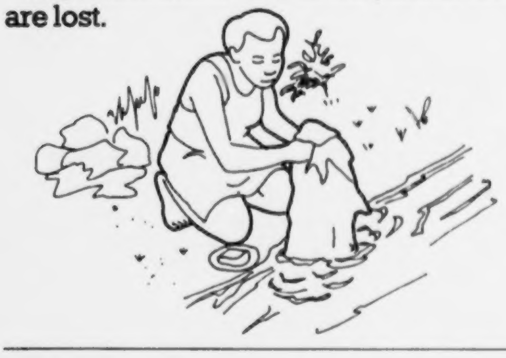


- Teach the person to put on clean clothes after a bath. Tell the person that the clothes that he or she wears should be washed every day. The person can also find out if the clothes are dirty and need washing by smelling them.

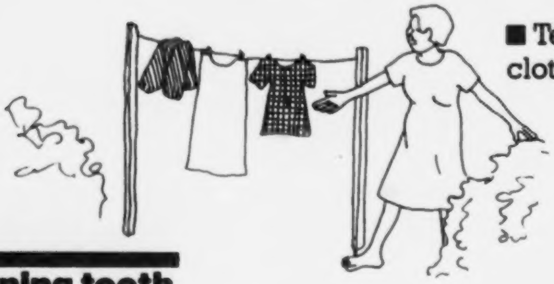
- It is useful to remember the following when you teach the person to wash clothes.

The person can measure the amount of soap used by putting it in his or her hand.

The person should count the pieces of clothing before and after washing so that no clothes are lost.

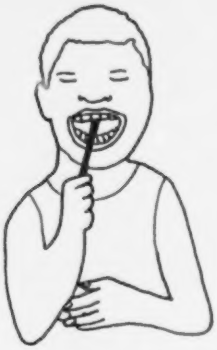


- If the person washes clothes in a river, tell him or her to wash only one piece at a time. If too many clothes are put in the water they may be carried away in the river.



- Teach the person where to put the clothes to dry.

Cleaning teeth



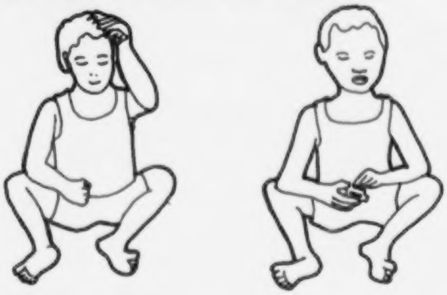
- It is important for the person to clean his or her teeth every day.

The person can clean the teeth with a finger or a brush. The person can use charcoal powder or salt to clean the teeth.

Teach the person to clean the inside and outside of the teeth as well as the teeth that are at the back of the mouth.

- Teach the person to rinse the mouth with water after cleaning the teeth.

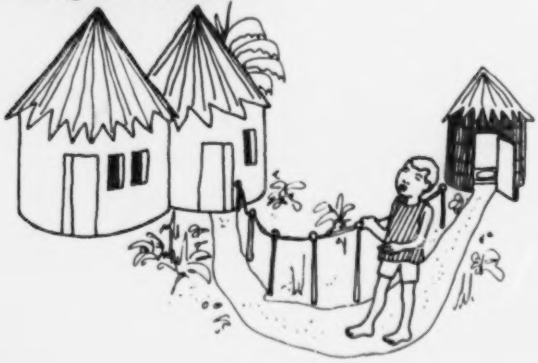
Taking care of hair and nails



- Teach the person to comb his or her hair every day.

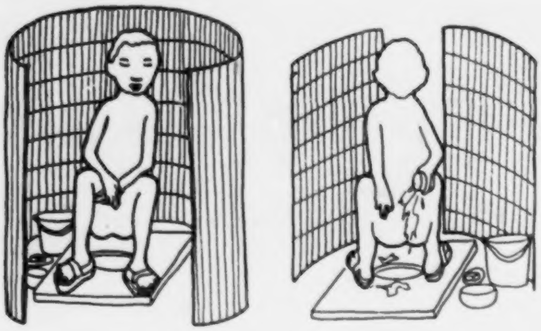
- Teach the person also to keep his or her nails short and to clean them every day.

Using the latrine

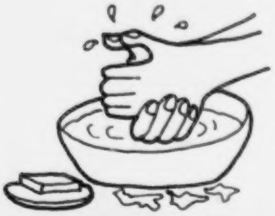


- The person should be able to use the latrine in the same way as other family members.

If the person cannot go alone to the latrine, arrange for someone to guide the person to the latrine. Or fix a string or rope for the person to follow from the house to the latrine.

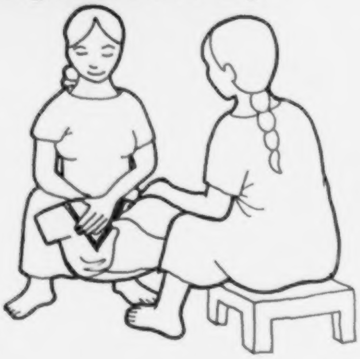


- The person should clean himself or herself every time after using the latrine. Teach the person to clean himself or herself.



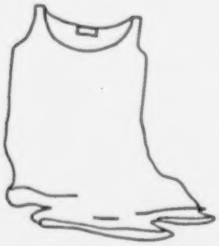
- The person should wash his or her hands with soap and water every time after using the latrine. Teach the person to wash his or her hands whenever he or she uses the latrine.

Dressing without help

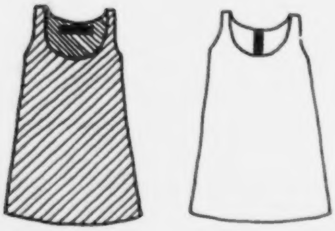


- The person should wear the same kind of clothes as other members of the family so that he or she will not feel different.

- Teach the person which is the front and which is the back of clothes so he or she can put them on correctly.

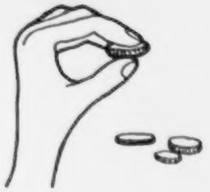


If the front and back are almost the same, make the back different by stitching a small piece of cloth on the inside.

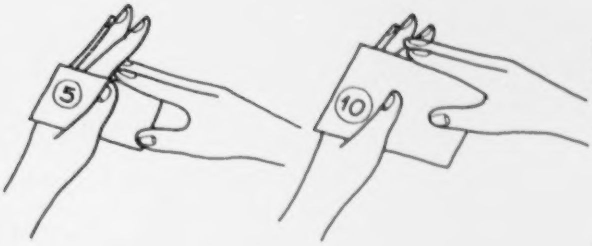


- The person should be able to know the difference in colour of different clothes. Stitch small pieces of cloth of different shapes to the clothes of different colours. Tell the person the colour of each shape so that the person is able to choose the colour he or she wants to wear.

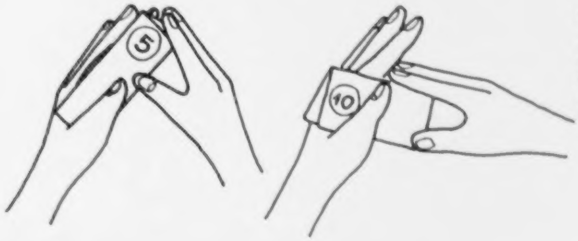
Using money



- Teach the person to know different coins by feeling their size, shape, and weight.

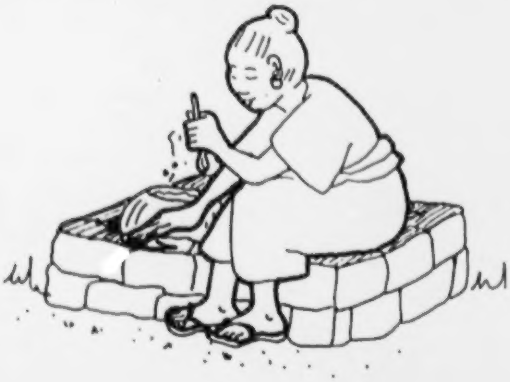


- Teach the person to know notes by feeling their size. The person can do this by putting the notes between the fingers.



- If notes are the same size, fold notes of different values in different ways. Teach the person how you have folded the notes of different values by feeling the way they are folded.

About the person's home



- The person you train needs to live in a safe home. The person should be able to walk around the home safely.

The stove, oven, or fire for cooking must be well protected so that the person cannot burn himself or herself.

If there is a well, it must be protected or covered so that the person cannot fall into it.

- If the paths around the home have large stones, which make it difficult for the person to walk, remove the stones. If there are holes in the paths, fill the holes in with sand or earth.

- The person's home may need improvement. For example, the roof may be letting in water; or the kitchen might need shelves. If there is no one in the family who can help, speak to your community leaders and ask for their help.

Results

After you have used this package for some time, answer the questions.

Begin by watching the person you are training. Then answer the questions by putting the date in one box after each question. Put the date in the box beside "Alone" if the person always does the activity without help. Put the date in the box beside "With some help or sometimes" if the person needs help to do part of the activity, or needs help sometimes. Put the date in the box beside "Not at all" if the person cannot do any part of the activity without help.

Feeds himself or herself? (including eating and drinking)	Alone	☐
	With some help or sometimes	☐
	Not at all	☐
Keeps himself or herself clean? (including washing, bathing, and cleaning teeth)	Alone	☐
	With some help or sometimes	☐
	Not at all	☐
Uses the latrine?	Alone	☐
	With some help or sometimes	☐
	Not at all	☐
Dresses and undresses?	Alone	☐
	With some help or sometimes	☐
	Not at all	☐

If all of your answers are "Alone," you and the person have done well. You can stop using this package.

If any answer is "With some help or sometimes" or "Not at all," it may be because of one of the reasons listed on the next page. Go through the list to find a possible reason for each of these answers and see what you can do about it.

REASON	WHAT TO DO ABOUT IT
1. You do not let the person do all that he or she can do.	Let the person try to do these activities with less help from you. Repeat the training until the person can do each activity. Then stop using this package.
2. The person does not try to do all that is possible to take care of himself or herself.	Encourage the person to try to do more of these activities. Repeat the training until the person can do each activity. Then stop using this package.
3. You have not trained the person long enough.	Continue training the person. If you have no results in six months, ask your Local Supervisor for advice.
4. You have not followed the instructions correctly.	Read the package again. If you think that you have not understood the instructions, speak to your Local Supervisor. Then repeat the training until the person can do each activity. Then stop using this package.
5. The person cannot be trained to do the activity because of his or her disability.	The person will continue to need help for each activity. Discuss with your Local Supervisor whether you should stop using this package.

If you continue to use this package, train the person for some time. Then answer all the questions again to see if the person does more activities.

Training packages

For family members of people who have difficulty seeing

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2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
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For family members of adults who show strange behaviour

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For family members of people who have fits

21. Information about the disability and what you can do about it

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22. Information about the disability and what you can do about it
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General

25. Breast-feeding a baby who has a disability
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TRAINING IN THE COMMUNITY FOR PEOPLE WITH DISABILITIES

3.

Training package for a family member of a person who has difficulty seeing

How to train the person to move around

What Is This Package For?

The instructions in this package will help you to train the person who has difficulty seeing to move around more safely. The training includes how to move inside the home, around the yard, around the village, and on the roads, and how to travel by bus if necessary. You will also be able to train the person to use a guide or a stick.

World Health Organization
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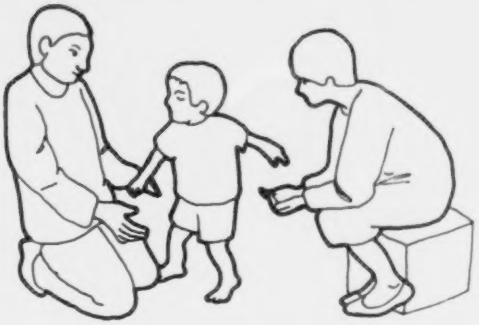
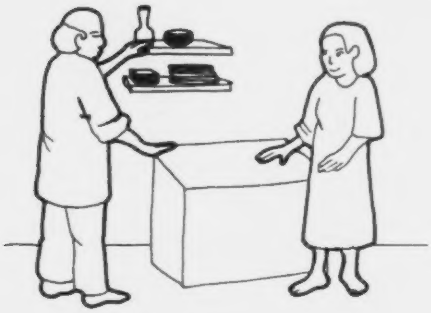
3. Training package for a family member of a person who has difficulty seeing

How to train the person to move around



- Children with difficulty seeing should be trained to move around from as early an age as possible.

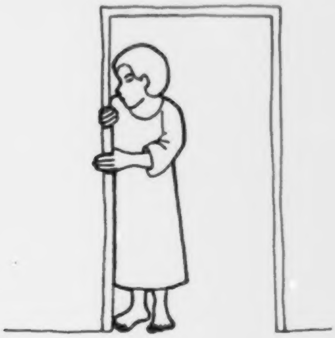


- Some adults who have difficulty seeing do not admit to it or to having difficulty moving around.

Watch the person you train to find out what the person can and cannot do. The person may already be able to do some of the activities described in this package. If so, teach only the activities which the person cannot do.

- Some elderly people who have difficulty seeing also have difficulty hearing or moving. If the person you train is like this, the training may take longer.

- Some people who have difficulty seeing may quickly become tired because they are not used to doing many activities. Train a person like this slowly. At times when he or she becomes tired stop the training. Let the person rest. Then start training the person again.

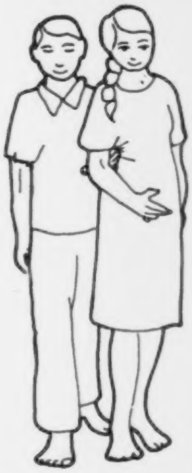


■ The person you train may be able to see a little. If so, let the person look at things close up so that the person can use whatever sight he or she has to move around.

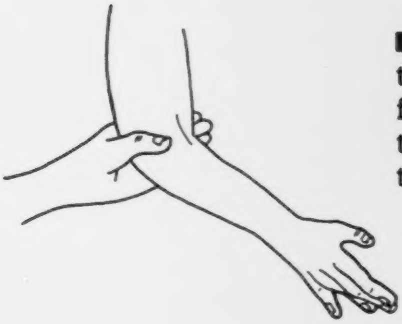
■ The person you train may have difficulty seeing when it is dark. If so, first teach the person to do the activities described in this package during the day when he or she sees best.

When the person can do the activities during the day, teach him or her to do the activities when it is dark.

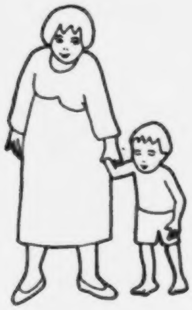
How to train the person to move around with a guide



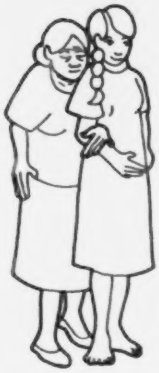
■ Because the person cannot see, he or she must remember many things. Help him or her to learn and to remember the things that are in the home, in the yard, and in the village. Begin with the most familiar things in the home. Then help the person learn about things in the yard. When the person remembers things in the home and the yard, help him or her to learn and to remember things in the village.



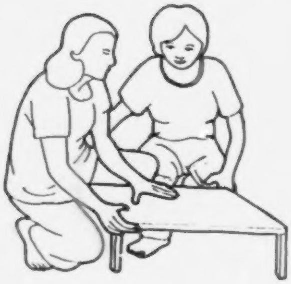
■ When you are helping the person to learn about things in the home, the yard, and the village, guide him or her in the following way: Ask the person to hold your arm just above the elbow. The person then walks half a step behind you so that he or she can follow your movements.



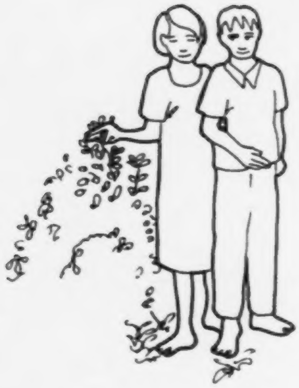
■ If you guide a child who cannot see, he or she may have to hold your hand.



■ If you guide an older person, he or she may have to lean on your arm for support as well as for guidance.

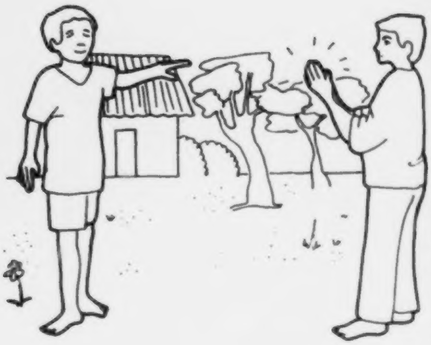


■ First, guide the person around the home. Describe the way you move around the home. Describe the things in the home, for example, doors, mats, and the fireplace. Tell the person to touch these things in the home to learn where they are. Then the person learns to "see" objects by touching them. This helps the person to remember how to move around the home.



■ Next, guide the person around the yard outside the home. Describe the things in the yard. Guide the person to trees and shrubs, the fireplace, and the fence.

Tell the person what kind of ground you are walking on. Teach the person to feel and know different kinds of ground with his or her feet. Tell the person if the ground is rough, smooth, sandy, or grassy. Let the person feel the ground with his or her feet to learn the difference.

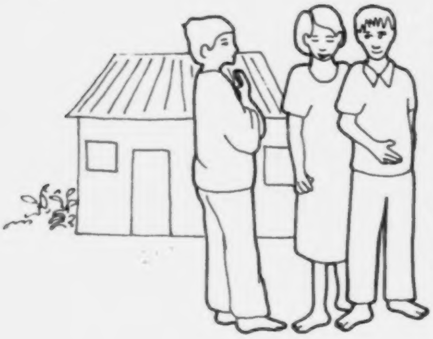


■ Teach the person to turn his or her head to listen to sounds. Help the person to learn the direction in which a sound is moving. Also teach the person to know where sounds are coming from and how far away they are.

You can teach this with an exercise: Go a few steps away from the person and then talk to him or her or clap your hands. Ask the person to point in your direction. Move to another place and repeat this until the person is sure of where you are. Then move further away and ask the person to guess how far away you are.

In this way the person learns where sounds are coming from and how far away they are.

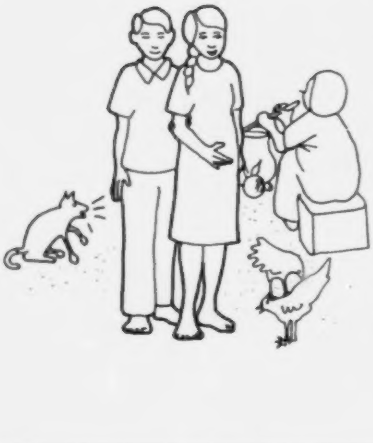
■ Guide the person for walks around the village, describing things you meet on the way such as holes, big stones, or trees. Help the person to learn about these things by touching them with the hands and feet.



■ Describe the people who live in the houses nearby, especially the people of the same age as the person. Tell him or her the names and ages of all members of families nearby. If the person does not know these people, take him or her to meet them.

■ Encourage the person to talk with the people you meet in the village. Help the person to learn to know people by their voices.

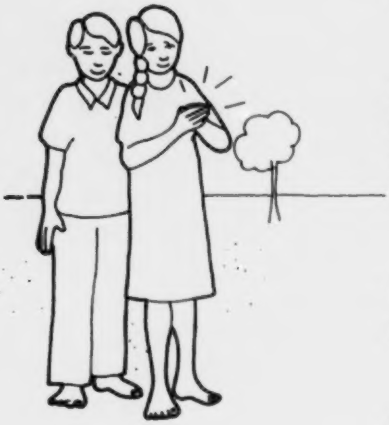
■ Describe animals that the person meets, such as dogs, cats, cows, or chickens. Let him or her touch these animals, listen to the sounds they make, and get to know them.



■ Help the person to learn the sounds and smells of things, such as animals and rubbish, that should be avoided when walking.

Teach the person to recognize smells, for example, from cooking food, the market, and flowers. Teach the person to use these smells and the sound of voices to find his or her way around the village.

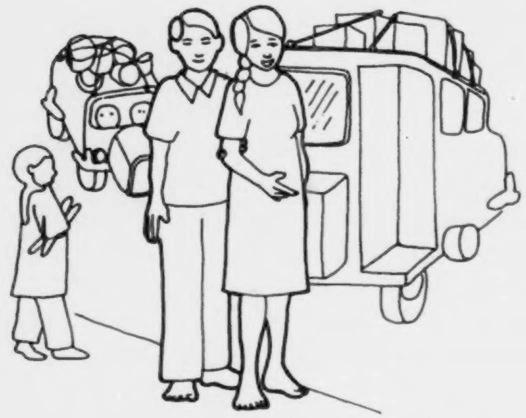
■ Guide the person to many places in the village.



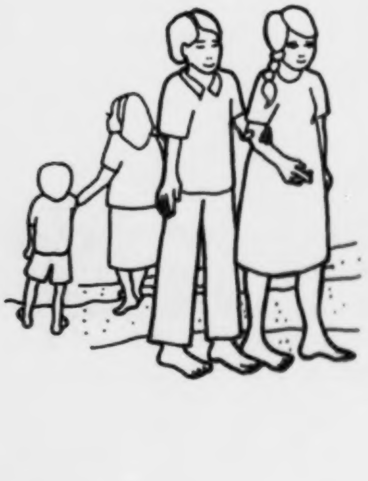
Help the person to learn where he or she is by listening to sounds. Clap your hands and ask the person to listen to the sound. The sound will be different if you are in a large open space, or close to trees or buildings.

The sound of footsteps will also be different in different places.

Teach the person to learn to know when he or she is moving in an open space or is close to a wall or building. The person should do this by listening to footsteps and to other sounds.



■ Help the person to learn the difference between all the sounds that are heard in a noisy place. The person should get to know the difference in the sounds of people, animals, and buses.



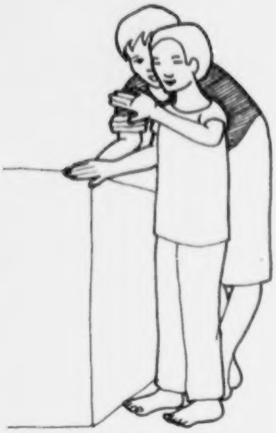
■ When you walk together around the village, tell the person what is happening around him or her. He or she will then understand how to move around more easily.

■ Guide the person to walk on uneven ground so that he or she can do it without falling. The person will need to practise this.

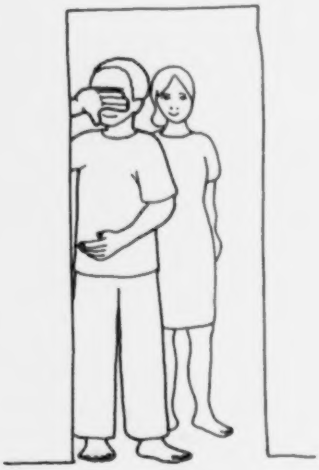
■ Help the person to feel the differences in the wind and temperature so that he or she can tell what the weather is like. The person can also tell the time of day by the difference in temperature.

How to train the person to move around alone

■ When the person remembers things in the home and the yard, teach the person to walk in these areas without holding on to you. Help the person to protect himself or herself when walking alone in the house and yard.

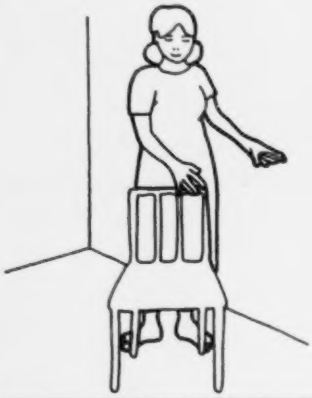


■ Teach the person to walk in the house holding one arm up with the hand in front of the face. The hand should be held away from the face. The hand protects the person's face and head. The person can use the other hand and the feet to find things and to walk around them.

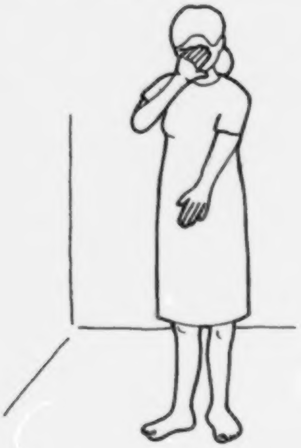


■ Begin training the person to walk in the house without holding on to you. Keep talking while he or she is moving. Describe and explain what is around him or her. Repeat what you say until the person remembers what is there when he or she moves around alone.

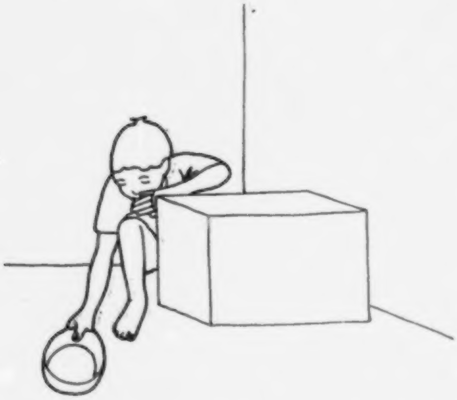
■ When the person first starts walking without help, he or she may walk into doorways, walls, or furniture. The person will be protected by holding one hand in front of the face.



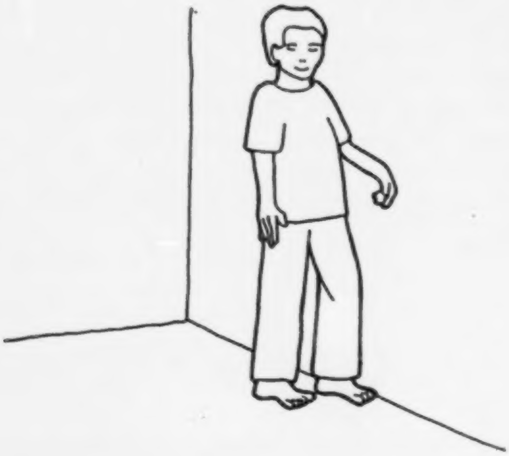
■ You can also teach the person to walk inside the house holding one arm down across the body. This arm will protect the person and will also help him or her to find objects, such as chairs and tables.



■ The person may want to walk in the house with one hand up in front of the face. The person may then use the other arm down across the body.



■ Teach the person to place one hand in front of the face when bending down. This protects the face from hitting objects such as tables or chairs.

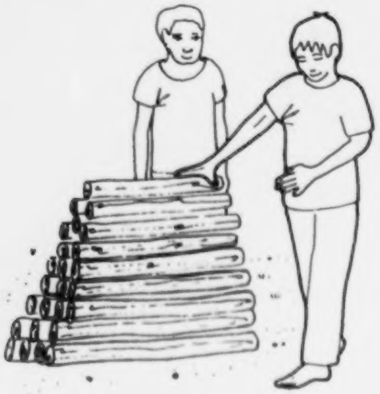


■ You can also teach the person to use the back of one hand to follow a wall or a table.

■ At first the person will feel alone when walking without guidance from you. If this happens stay close by and talk to the person. The person will know that you are close by and that you are interested in him or her. This will encourage the person.

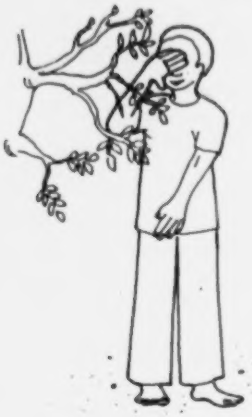
■ Never leave the person alone in an unknown place without saying where he or she is and when you will be back.

■ Help the person learn in which direction he or she should go to reach a certain place. To do this, start from a known place, for example, a doorway or a wall. Explain and help the person to remember when and how to change direction to reach the place where he or she wants to go.



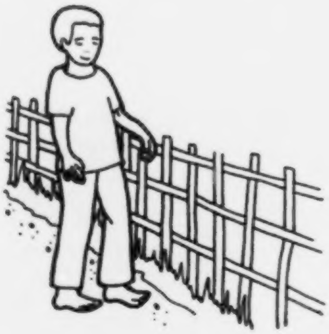
- When the person can walk alone in the house, teach him or her to walk alone in the yard.

- The person can place one arm down across the body to protect himself or herself. He or she can use the other arm and the feet to find objects in the yard.



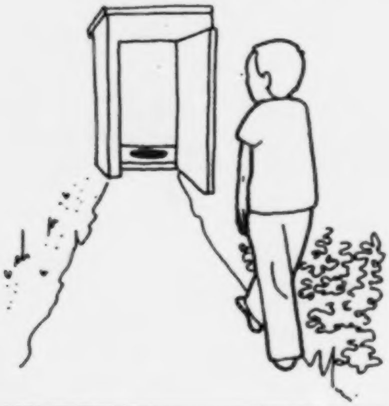
- The person may place one hand in front of the face to protect it from tree branches.

- Keep talking with the person as he or she moves around in the yard. Tell him or her about the things in the yard.



- Teach the person to use the back of one hand to follow a wall or a fence.

It is dangerous for the person to use paths that have stones, shrubs, and holes. It will be safer for him or her to walk on such paths if these are removed. Remove stones or shrubs that you find in the paths that the person uses. Also fill in any holes in the paths.

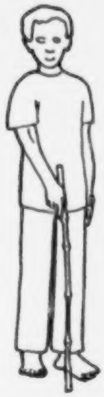


- When the person can walk alone in the yard, teach him or her to walk alone to the latrine and back.

■ The person you train may be elderly. If so, make sure that he or she walks on safe ground in the yard so as not to fall down.

If the person has weak arms or legs they can be made stronger by doing exercises. Talk to your Local Supervisor about this. If exercises will help the person, your Local Supervisor can give you another Training Package with exercises to make the person's arms and legs stronger.

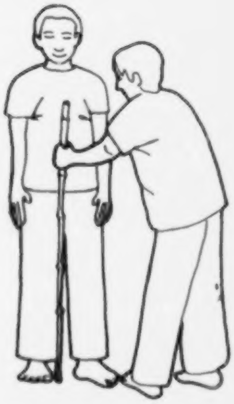
How to train the person to use a long cane or a stick as a guide



■ Train a child or an adult who has difficulty seeing to use a long cane or a stick as a guide. Then he or she can move around in the village alone.

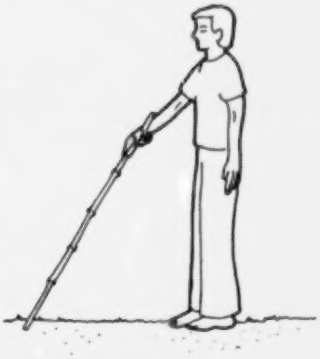
Some children may be able to learn to use a cane or stick at 6 years. Others will not learn until they are older.

Some people can learn to move around their village without a long cane or a stick because they know their village. If such people use a cane or a stick they will be safer and able to go to other villages also. If the person you teach does not use a cane or stick, teach the person to use one. Then the person can use it when he or she wants to.

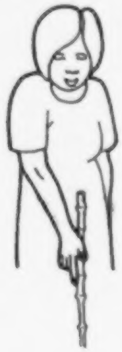


■ First find a stick that the person can use. You can cut the stick from the branch of a tree or a bamboo. The stick should be straight and not too heavy. Some people want to buy a special cane. A stick or bamboo is just as good as a special cane.

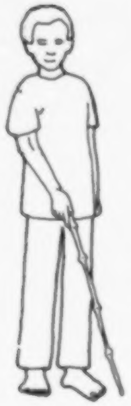
The length of the stick should be the same as the distance from the ground up to halfway between the person's shoulder and waist. If the person walks quickly or takes big steps, the cane or stick can be a little longer.



■ When the person holds the stick on the ground, it should reach the ground one full step ahead of the person.

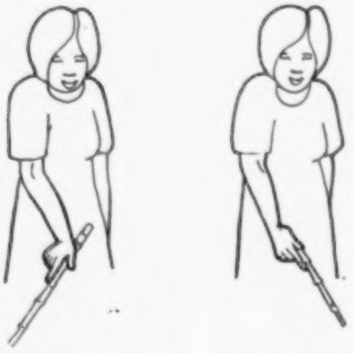


- The person holds the stick as shown in the picture.

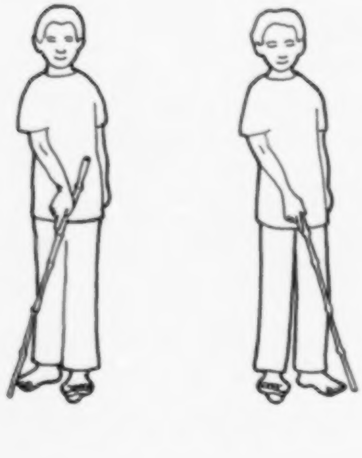


The person's elbow should be bent a little so that the hand is level with the centre of the body. The stick should be held just below its upper end. The stick should be held so that it touches the ground lightly.

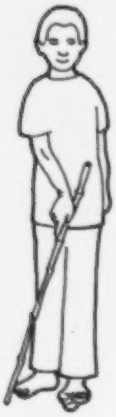
- The person can learn to walk holding the stick in either hand. The person can decide which hand he or she wants to use to hold the stick.



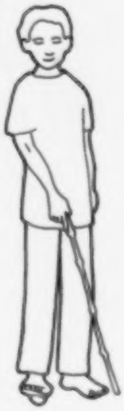
- Train the person to use movements of the wrist to move the stick from side to side while walking. The arm and hand must stay at the centre of the body.



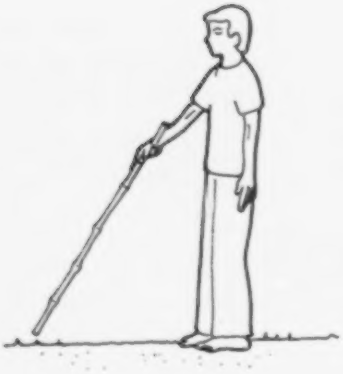
- The end of the stick should touch the ground on either side in front of the feet. The distance between the two places where the stick touches the ground should be a little wider than the person's shoulders.



- As the stick touches the ground on one side, the person should move the leg of the opposite side forward.

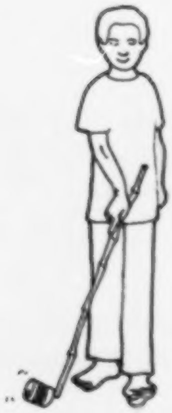


- Then as the stick touches the ground on the other side, the person should move the other leg forward.

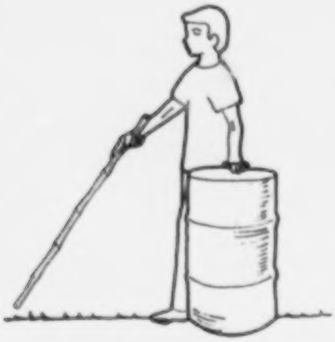


- Train the person to keep the cane or stick close to the ground so it will not miss small objects in the path.

Explain to the person that the stick will help him or her to find things that are in the way of walking on the path. That way he or she can avoid them.

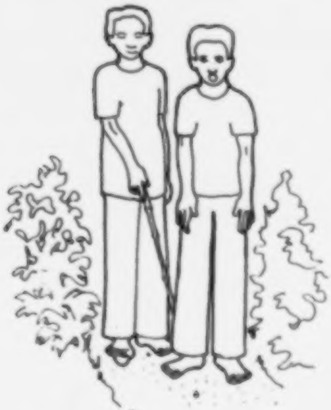


- As the stick touches different things, different sounds are made. Help the person to learn what things are by the sound they make.

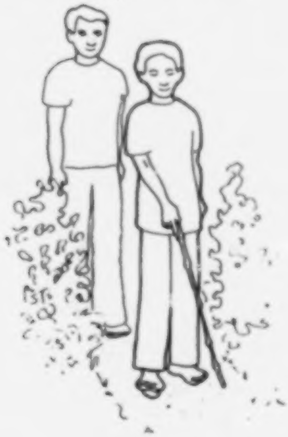


■ The person can use the hand that is free to look out for taller things that are in the way.

■ First train the person to move the stick.

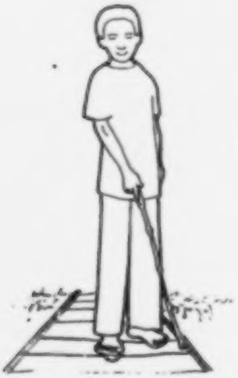


■ When the person can move the stick correctly, train the person to walk using the stick. At first walk in front of the person and talk to him or her.



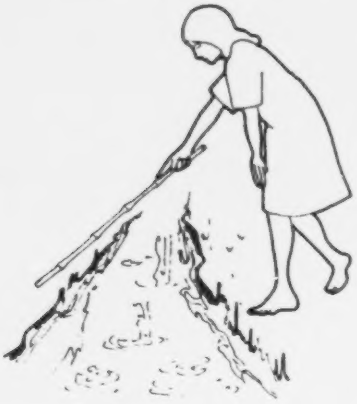
■ Then walk behind the person. Let the person find his or her way with the stick. Talk to the person or stop the person only if he or she is in danger of falling or being injured.

■ It may take a long time to teach the person to use a stick to guide himself or herself. The person may need to repeat the same activity many times in order to learn to do it correctly and safely.

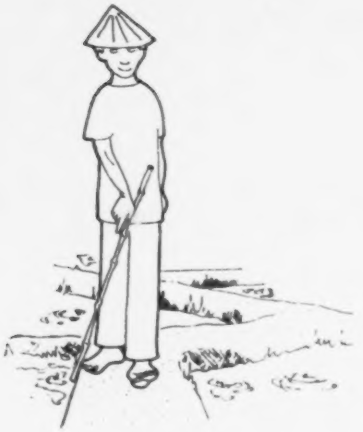


■ If the person you train can see a little, the person should look straight ahead and use the stick to feel the ground. This will make it safer for the person to walk.

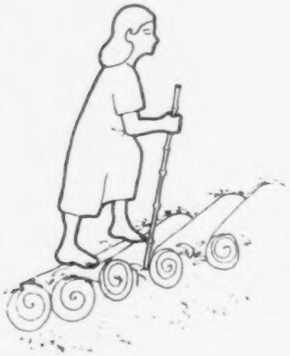
■ Teach the person how to go across places such as low fences, drains, streams, bridges, or rice fields.



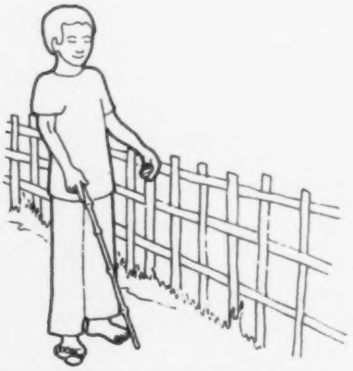
- The person may sometimes want to cross a drain or small stream. Then he or she should try to touch the opposite side with the stick to find out how wide it is. The person can also touch the bottom of the drain or stream with the stick to find out how deep it is. If the person cannot touch the opposite side of the drain or stream, he or she should ask someone for help to cross it. Or if the drain or stream is not one that the person knows, the person should ask someone for help to cross it.



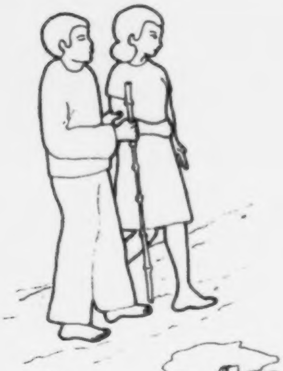
- The person may sometimes want to walk in rice fields. Then he or she should use the stick to feel both sides of the high ground between the fields. This way the person can make sure that he or she will walk on the high ground and not fall in the mud.



- The person may want to know how to climb steps. To learn the height of the steps, the person should feel with the stick and the feet. Teach the person to go up and down steps. The person can use a handrail for guidance (if there is one).

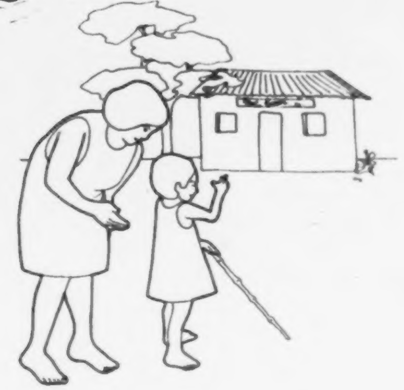


- When walking by the side of a high fence the person can follow the fence with the back of the hand. The person should keep moving the stick with the other hand to look out for things in the path.



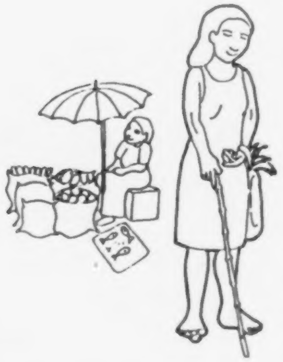
■ Sometimes the person will need to walk up and down hills. If the person has difficulty doing this, he or she will need to be guided by someone else.

The person can hold the guide's arm with one hand and carry the stick in the other hand.



■ At first go with the person to places in the village, such as the school, religious meeting places, the market, the health centre, or the community centre.

Then let the person walk to these places without you and find his or her own way back.

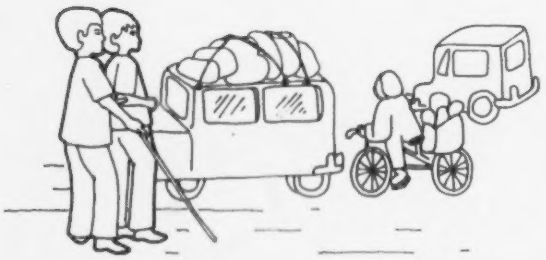


■ Next train the person to carry objects from place to place. For example, to fetch water or to carry things from the market.

■ When the person learns to do a new activity or does something well, tell him or her how well he or she is doing. It will make the person happy and will encourage him or her to want to learn more.

How to teach the person to move safely on roads and to travel by bus

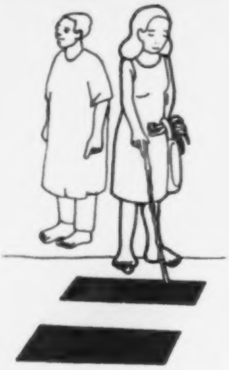
■ Teach the person to walk on the side of the road facing the traffic which is coming towards him or her.



■ On small roads, teach the person to listen for the sounds of cars and buses coming from both sides. Explain to the person that he or she must cross the road only when the road is clear or the traffic has stopped.

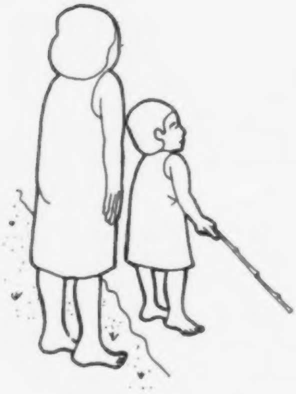
- If the person cannot tell when there is traffic on the road, tell him or her to ask someone for help to cross the road.

- At busy roads, the person should always ask someone to guide him or her across the road. Tell the person to hold the guide's arm just above the elbow.



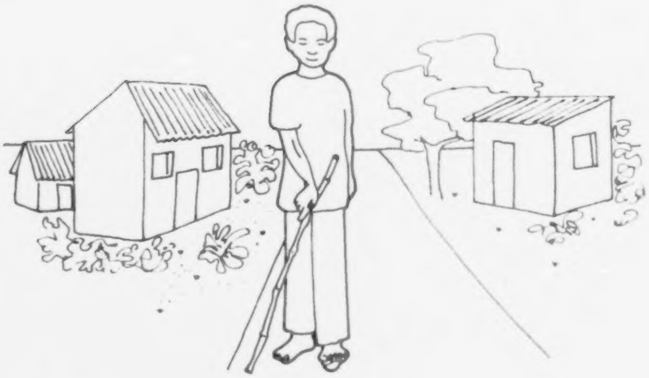
- If there are signs to show where people should cross the road, train the person to cross the road at these places.

- If the person travels by bus, he or she can ask for help from the driver or other passengers. They can tell him or her where to get off the bus.



- Teach a very young child not to go near traffic.

Older children who have difficulty seeing can be trained to walk along busy roads, to cross roads, and also to travel by bus. Train the child who has difficulty seeing to do these things at the same age that you would teach a child who can see.



- Continue training the person until he or she can move around safely.

An adult who has difficulty seeing can learn to go to work alone. A child can learn to go to school alone. An adult or a child may want to go alone to the market, to the well for water, or to visit friends and neighbours in the village.

Continue training the person until he or she can do all these things safely.

Results

After you have used this package for some time, answer the questions.

Begin by watching the person you are training. Then answer the questions by putting the date in one box after each question. Put the date in the box beside "Alone" if the person moves around without the help of another person. Put the date in the box beside "With help" if the person moves around with help from another person. Put the date in the box beside "Not at all" if the person does not walk or move around in the home or in the village.

Moves inside the home?	Alone	☐
	With help	☐
	Not at all	☐
Moves around the village?	Alone	☐
	With help	☐
	Not at all	☐

If both of your answers are "Alone," you and the person have done well. You can stop using this package.

If any answer is "With help" or "Not at all," it may be because of one of the reasons listed. Go through the list to find a possible reason for each of these answers and see what you can do about it.

REASON	WHAT TO DO ABOUT IT
1. You do not let the person do all that he or she can do.	Let the person try to do these activities with less help from you. Repeat the training until the person can do each activity. Then stop using this package.
2. You have not trained the person long enough.	Continue training the person. If you have no results in six months, ask your Local Supervisor for advice.
3. You have not followed the instructions correctly.	Read the package again. If you think that you have not understood the instructions, speak to your Local Supervisor. Then repeat the training until the person can do the activity. Then stop using this package.
4. The person cannot be trained to do this activity because of his or her disability.	The person will continue to need help for the activity. Discuss with your Local Supervisor whether you should stop using this package.

If you continue to use this package, train the person for some time. Then answer the questions again to see if the person can do more activities.

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

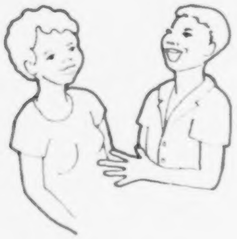
4. Training package for a family member of a person who has difficulty hearing or speaking

Information about the disability and what you can do about it

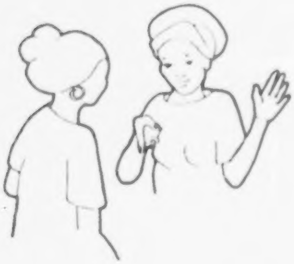
- People who have difficulty hearing or speaking have difficulty communicating with others.

Communication means that people give each other information and understand each other. People communicate to tell each other their thoughts, needs, and feelings. All people want to communicate their thoughts, needs, and feelings with others.

- People communicate in several of the following ways:



- One person speaks, and another person hears and understands the words.



- One person uses movements of the hands, face, or body to give information, and another person understands the movements.

- One person writes something, and another person reads it.

- Most people use all these ways to communicate, but speaking and hearing are the ways they use most often.

- So people who have difficulty hearing or speaking have difficulty communicating with others in the family and in the community.

People who have difficulty hearing

■ A person may have difficulty hearing for one of the following reasons:

The person was born with difficulty hearing.

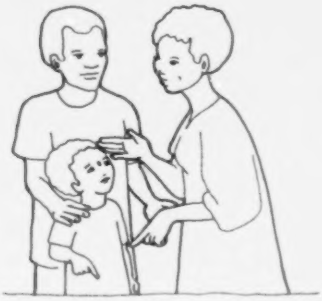
The person had a disease which caused difficulty hearing.

The person had an injury to the ears or the head which caused difficulty hearing.

■ The person may be able to hear some sounds, such as loud voices or loud noises, but not other sounds.

Or the person may not be able to hear any sounds.

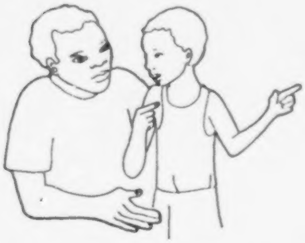
Children who were born without hearing or lost hearing at an early age



■ Babies usually learn to understand words and to speak by listening and by making the sounds they hear.

■ A child who cannot hear any sounds will not start to speak. This child cannot hear people talking. This child does not know that people use words to communicate.

Such a child needs a great deal of help at home and at school to learn how to communicate. The child will communicate with movements of the hands, face, and body. The child may learn to speak a little but the speech will not sound like other people's speech.



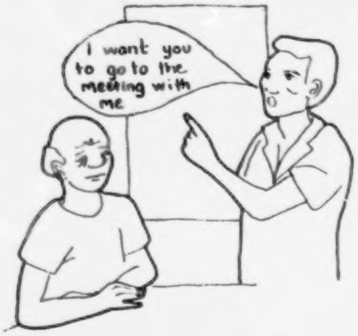
■ A child who has difficulty hearing but who can hear loud voices also has difficulty speaking. The child hears words only when people speak loudly and clearly. The child may know only a few words so he or she cannot talk well with others.

The child will need more time to learn to speak than children who can hear well. The child will need help at home and at school to learn to speak.

Such a child will also use movements of the hands, face, and body to communicate.

■ The child you train may have difficulty hearing and not be able to speak. If so, ask your Local Supervisor for the Training Package to help you to train the child to communicate.

Adults who lost hearing after learning how to speak


I want you to go to the meeting with me

■ An adult who was able to speak before having difficulty hearing is still able to speak. But the person may speak very little because he or she cannot hear and understand what other people say.

Family members and friends should encourage the person to speak. They can also use movements of the face, hands, and body to help the person understand what they are saying.

■ The person you train may be an adult who could speak before losing hearing. If so, ask your Local Supervisor for the Training Package to help you to train the person to communicate.

People who have difficulty speaking but can hear

■ A person may have difficulty speaking for one of the following reasons:

Because he or she cannot say words correctly.

Because he or she cannot remember words easily.

Children who have difficulty speaking but can hear

■ Some children who can hear take longer than others to learn to speak. If the person you train is a child who has difficulty speaking, it may be for one of the following reasons:

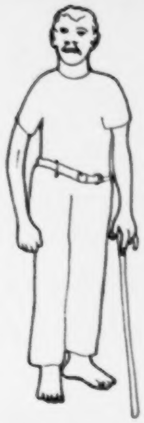
The child has difficulty speaking as well as difficulty moving. Some children, who have difficulty moving the arms and legs, may also have difficulty moving the face, mouth, and tongue. Such children may have difficulty speaking clearly.

If the child you train has difficulty speaking as well as moving ask your Local Supervisor for the Training Package to help you to train the child to communicate.

The child's speech development is delayed. The child has no difficulty moving.

If the child you train has difficulty speaking but not moving, ask your Local Supervisor for the Training Package on "Play Activities." Use this package to train the child to communicate.

Adults who have difficulty speaking but can hear



- The person you train may be an adult who can hear but has difficulty speaking. The person may have got the difficulty following an illness.

An illness which causes difficulty moving the arm and leg on one side of the body may also cause difficulty with speaking. The person you train may have had this illness.

- The person may have difficulty remembering words. The person may remember only some words. Or the person may have difficulty remembering many words.

- The person may also have difficulty understanding some words when other people talk to him or her.

- Because of the person's difficulty remembering and understanding words, family members and friends may stop talking to him or her. The person may be alone most of the time.

- Try different ways of communicating with the person. Give the person time to speak and see if the person can remember words. Also find out if the person can use movements of the face, hands, and body to communicate.

- Speak with your Local Supervisor about the training in communication that the person should have. Your Local Supervisor will find out if there is someone who can give you advice on this.

Results

After you have read this package, you may check your understanding by answering the following questions:

- What are the ways people use to communicate?

- What can cause a person to have difficulty hearing?

- What can cause a person to have difficulty speaking?

- Who is easier to train in communication, a person who could hear and speak before losing hearing, or a person who was never able to hear? Why?

- What can you do to help a person with difficulty hearing or speaking?

Now check back in the package to see if your answers are correct. If any answer is wrong, read the package again. Then answer the question again and check your answer. If you have any trouble doing this, you can discuss it with your Local Supervisor.

World Health Organization 1989

5. Training package for a family member of a child who has difficulty hearing and has not learned to speak

How to train the child to communicate

- Communication means that the child understands you and you understand the child. Both of you must learn the best ways to communicate. Children who can hear some sounds may communicate differently from children who cannot hear any sounds.

- Some children with difficulty hearing are able to hear some sounds. They may hear loud voices and loud noises.

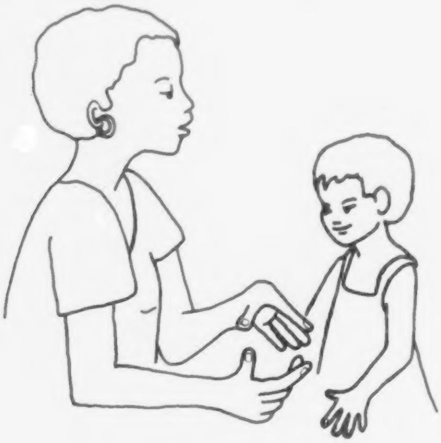
These children can learn to speak, but they need a longer time to learn than children who hear well. They have difficulty learning to speak because often they do not hear words when the people around them are speaking. They hear only if the people remember to speak loudly and clearly.

You can teach a child who can hear only loud noises to speak. Remember always to speak clearly. Speak loudly, but do not shout at the child. Let the child see your face when you speak.

Also help the child to use other ways to communicate. Teach the child to use movements of the hands, face, and body to communicate.

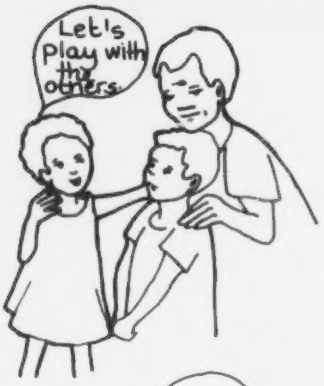
- Some children with difficulty hearing cannot hear any sounds.

These children should learn to communicate by using movements of the hands, face, and body. They may learn to speak, but they will need a great deal of time and help to learn to speak.



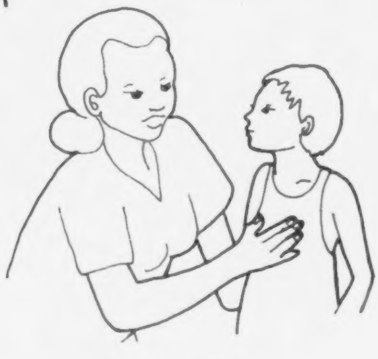
- You can help a child who cannot hear any sounds by communicating in different ways. Speak to the child when he or she can see your face. Use movements of your hands, face, and body to help the child understand what you say.

How to help a child to learn to communicate


Let's play with the others.

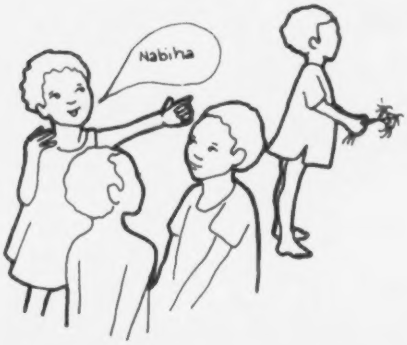
■ In order to learn to communicate the child should want to communicate with others. The child will want to do this if you show that you love the child and that you want to communicate with him or her.

■ Talk to the child as much as possible, even if the child cannot hear any sounds. Talking to the child will make him or her feel loved.



Touch and hug the child like you do other children in the family. This shows your love for the child.

■ When you talk to the child, be certain that the child is looking at your face. Your face should be in the light so the child can see the movements of your face, especially the lips and the eyes.



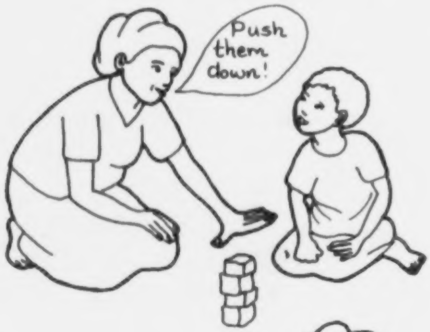
■ The child will learn to communicate by playing with other children. Show the other children in the family how to help the child communicate. Ask them to play with the child. Ask them to teach him or her the names of people and the names of objects they use for play.

■ Each day spend some extra time with the child to help him or her learn how to communicate. You should do this when the child is happy to do it. If the child does not want to do it, it is better to wait until later.

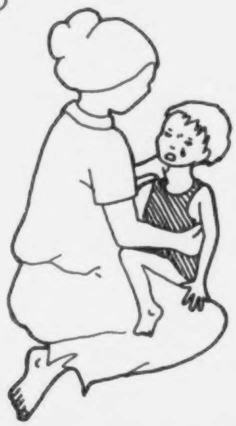
Often the child does not learn about the people and objects around him or her because the child cannot hear. For this reason the child needs extra time with you to learn about the things around him or her and to learn how to communicate.

You should spend many short periods of time teaching the child. If you teach him or her for a long time, the child will get tired and will not learn with you.

■ When you are not spending extra time teaching the child, you and other family members can continue to talk to the child.


Push them down!

■ Try to do the training activities as a game. Then you will be playing with the child and he or she should like the activities.



■ The child needs your patience and understanding. It is very difficult for the child who cannot hear to learn to communicate.

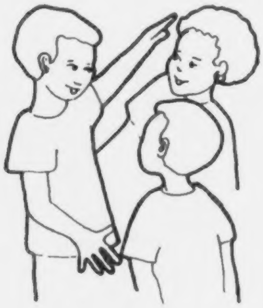
The child must learn how to understand you. The child must also learn how to tell you what he or she thinks and feels.

Sometimes the child will be upset or angry because he or she cannot communicate something. Try not to become angry with the child at these times.

■ It is also difficult for you to learn the best way to communicate with the child. If you are patient, you and the child will learn to communicate with each other.

■ You may spend a long time helping your child to communicate before he or she tries to tell you something.

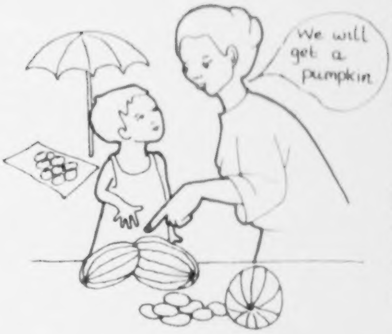
■ First the child must see and understand what other people say and do. Then the child will try to say something.



■ The child can learn with the eyes what other children learn with the ears. Let the child see the things you do. Let the child play with other children. Teach the child to look at people's faces when they talk. Try to communicate with the child as much as possible.

■ After some time the child will understand what he or she sees. Then the child will want to communicate with you.

■ You can also help your child by teaching him or her to do all the things other children do. Teach the child to dress, go to the latrine, and bathe without help. Teach the child to do the household activities that other children do, such as carrying water, cleaning, or gardening.


We will get a pumpkin.

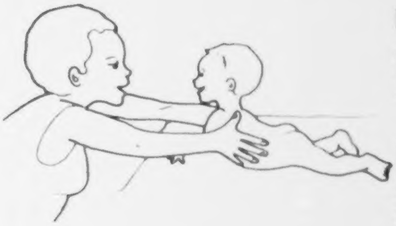
- Take the child to the market with you. Help him or her to learn about people and places in the community.

- Include the child in the social activities of the family. Take the child to religious meeting places, to feasts, and so on.

- When the child is of school age, and is able to communicate with the family, send the child to school. Talk with the teacher and the other children at the school. Teach them how to communicate with your child.

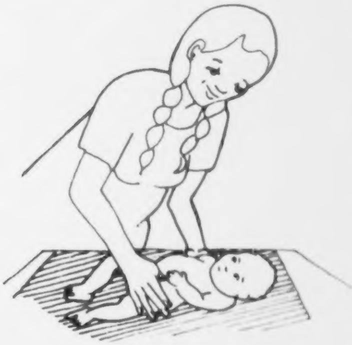
How the child can learn to communicate

By seeing the body movements used for communication



- All babies like to watch family members laugh, wave, clap hands, or make other movements with the face and hands.

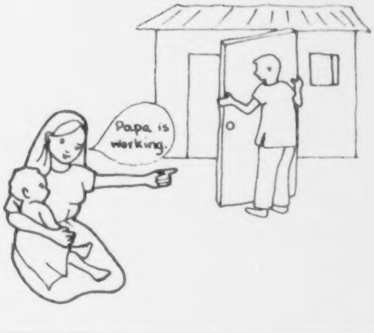
Babies who do not have difficulty hearing will hear the family members talking as they make movements. These babies learn easily what the movements mean.



- Your child who has difficulty hearing does not hear your voice when you smile, laugh, or wave your hands. Your child needs more time to learn what your movements mean.

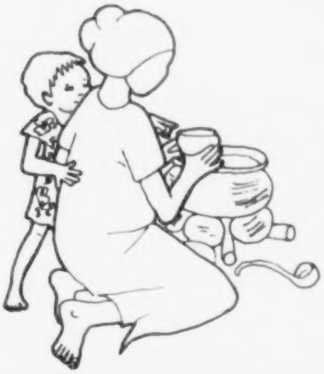
Play with your child as often as possible. Make movements with your face, hands, and body to help the child understand what you say.

- When you speak to the child, let the child see your face. Even if the child does not hear any sounds, let him or her watch your lips and face as you speak. Let the child see when you are happy, sad, tired, and so on.


Papa is working.

Look at the movements of the child's face. If the child is happy, smile or laugh with the child. If the child is sad, try to comfort the child.

- Speak to the child about family members. Speak about objects in the house. Speak about people, animals, plants, and objects outdoors. Point to the people or things you speak about.



Let the child touch the things you speak about.

Ask all the children and the adults in the family to talk to the child in the same way.

■ Encourage the child to let you know what he or she wants. For example, when you give the child a drink point to the cup. Show the child how to point to the cup or how to make a movement which means "drink". Then give the child the drink.

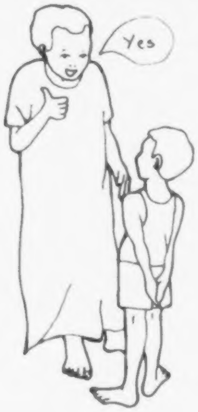
In this way the child will learn how to let you know what he or she needs by using movements of the face, hands, or body.

By learning the meaning of hand movements

■ You and the family can make a plan to help the child and the family learn to communicate.

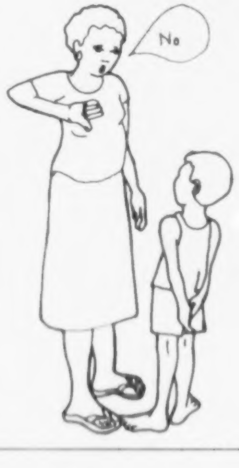
Each family member should remember to face the child and to speak loudly and clearly. The child should see the family member's face and body movements.

Children in the family should play with the child and talk to the child. The child with difficulty hearing may learn more easily from other children than from adults.



■ Family members should also agree to use certain body movements to mean certain things.

For example, your family may agree to use one movement of the hand for "yes" and another movement for "no". Your family members may want to use the movements shown in the pictures here. Or they may want to make up their own movements.



These special movements of the hands are called signs.

■ After the family chooses signs for "yes" and "no", each child and adult in the family should use those signs when they say "yes" or "no" to the child.

The child should see the family member's lips and face say "yes" at the same time the child sees the family member make the sign for "yes".

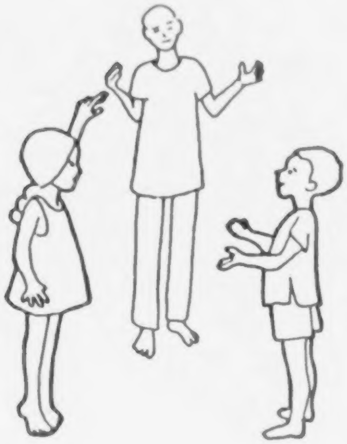
- The family should choose signs for the things they talk about most often.

There are examples of signs for some words on page 7. You and your family may use these signs, or you may make up your own signs.

- A set of signs used for communication is called a sign language. In some countries all of the people with difficulty hearing use the same sign language to communicate.

- Ask your Local Supervisor if there is a sign language used by people in your country. You can also ask your Local Supervisor if there is a person who lives in or near your community who knows a sign language. If so, maybe that person can come and help your family learn the signs for communication.

- Ask the children in the family to use signs when they talk to the child who has difficulty hearing.

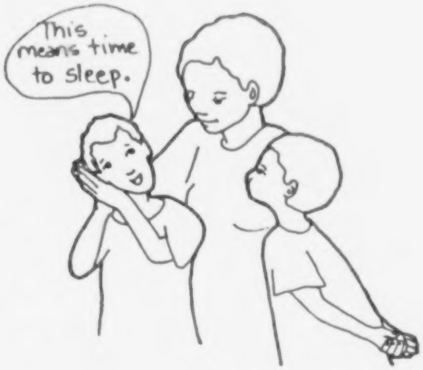


- The children can also help to make up signs that the family will use to communicate with the child who has difficulty hearing.

This child may be able to help the other children make up some signs. The children may make special movements or signs to mean each member of the family.

For example, the children may speak about the tallest person in the family by reaching up with one hand to show that the person is big.

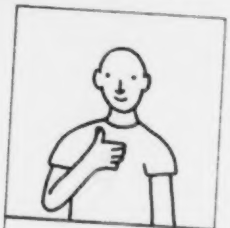
Or they may speak about the shortest adult in the family by reaching down with one hand to show that the person is small.

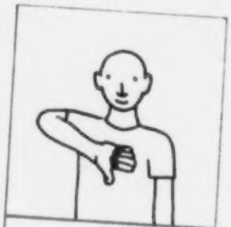

This means time to sleep.

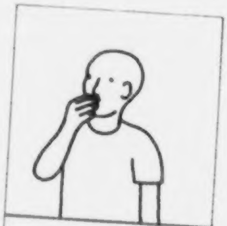
- When the children play they will make up other signs. The adults in the family should learn the signs that the children use so that they can also communicate with the child who has difficulty hearing.

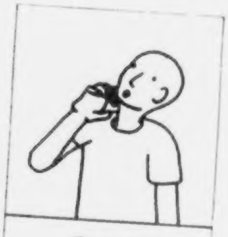
- Children and adults should communicate with the child by speaking and making body movements or signs at the same time. The child should be able to see the face, hands, and body movements of the person who is speaking.

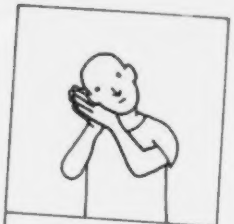
Examples of signs

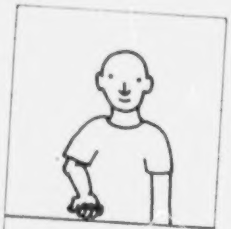

Yes / Good

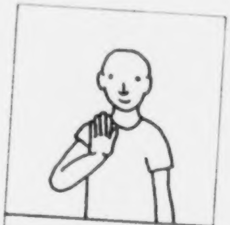

No / Bad

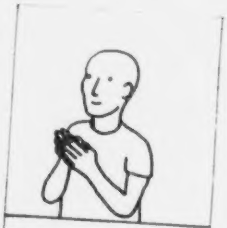

Eat

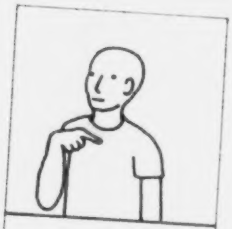

Drink

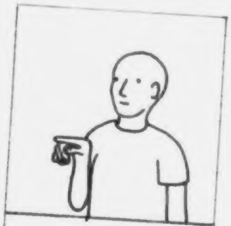

Sleep

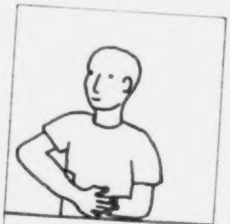

Give

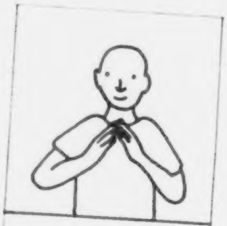

Wait / Stop

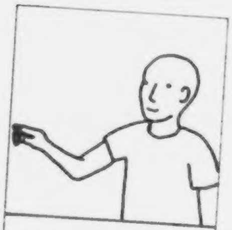

Please / Thankyou

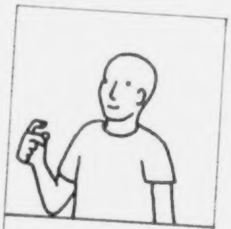

I / Me

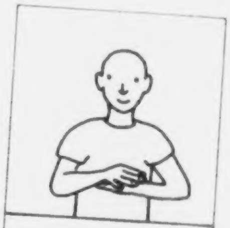

You

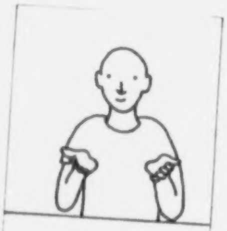

Baby

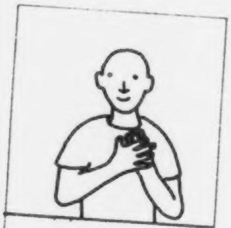

House

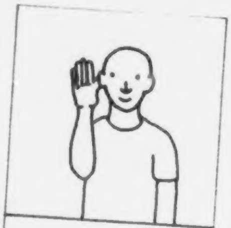

Go

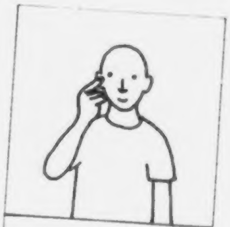

Come

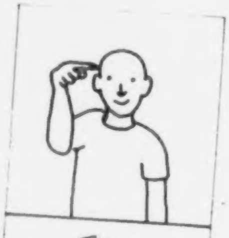

Sit

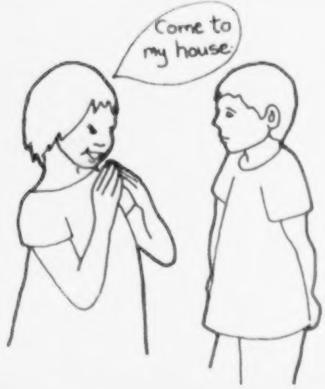

Stand up


Like / Love


Hear


See


Think

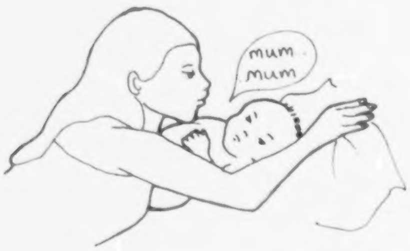


■ The child may need to see a sign used many times before he or she understands what it means. After the child understands a sign he or she may begin to make the sign.

Some children who cannot hear take a long time before they begin to make signs. Be patient with your child. Continue to speak and to use signs to communicate with the child.

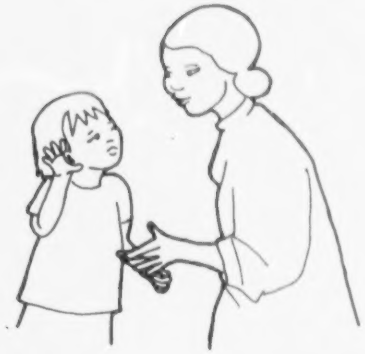
By seeing other people make sounds

■ A baby who has difficulty hearing will begin to make sounds. But because the baby cannot hear the sounds, he or she may stop making them.



■ Encourage your child to make sounds. You can do this by showing the child that you are pleased with any sound he or she makes. Smile at the child. Talk to him or her. Clap or wave your hands, or hug the child.

■ Maybe your child can hear some sounds. Try to find out if your child responds to some sounds that you make when you speak. If the child does hear some sounds, repeat these sounds as often as possible. Encourage the child to make the same sounds.

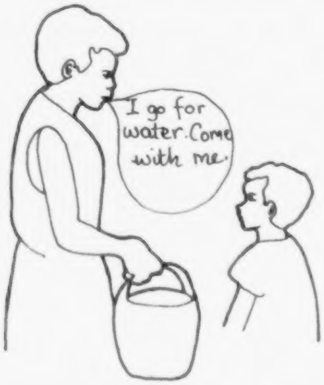


■ Let the child put a hand behind one ear to see if he or she can hear better. The child can try this with each ear to find out if it helps.

■ Maybe your child can hear only loud voices or loud noises. Speak loudly or make loud noises and encourage the child to make sounds at the same time.

■ Try not to shout. If you shout you change the sound of words. You may also look angry when you shout. Do not let the child think you are angry when you are helping him or her to communicate.

■ Speak clearly. Try not to speak fast. Try not to speak more slowly than when you talk to other children. Do not move your lips more than when you speak to other people.


I go for water. Come with me.

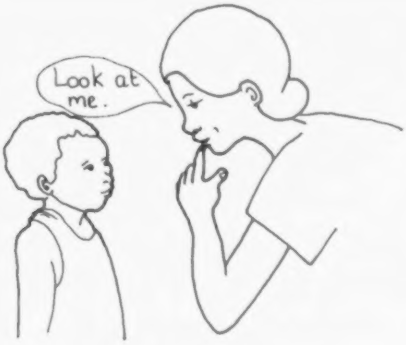
- Your child may not hear any sounds at all. If so, the child will have great difficulty learning speech. The child may not make many sounds. But the child can learn to communicate by using body movements.

- Even if you think that the child cannot hear you, speak to the child as often as possible. Let the child see your face as you speak. Use movements of your face, hands, and body as you speak.

- Teach the child to look at people's faces when they speak. If the child can hear loud voices, encourage him or her to listen and to look.

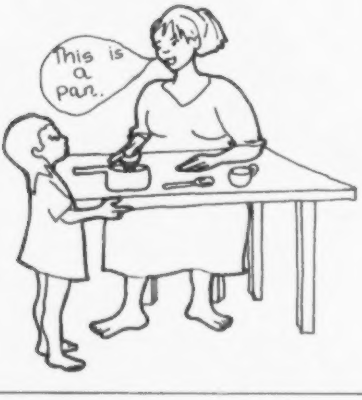
- Use words and actions to explain and describe everything you do when you are with the child. For example, when you say "Come and eat", make the signs for "come" and for "eat". Then point to the place where the child must sit down and show him or her the plate of food.

By learning the meaning of face movements

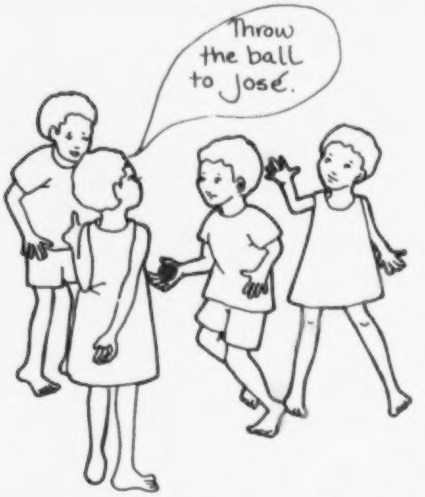


- While the child is learning what you say with signs, he or she may also learn some of the words you say as you are speaking. When the child understands what you say by seeing the movements of your face and mouth, he or she is speech reading, or lip reading.

A child who hears some sounds or loud voices will learn to lip read more easily than a child who cannot hear sounds.


This is a pan.

- The child needs help to learn to lip read. Other children can help the child during play. You can help the child by spending some extra time each day communicating with the child.

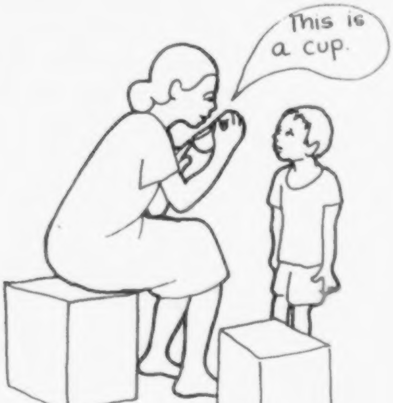

Throw the ball to José.

■ For example, during play the children can help the child to learn to lip read "ball" and the names of the children. The children can ask the child to throw the ball to one of them. One child can say "Throw the ball to Jose". The child who cannot hear must watch the face of the child who speaks.

Another child can say, "Throw the ball to Carla". If the children play like this many times, the child may learn to lip read their names, and the words "ball" and "throw".

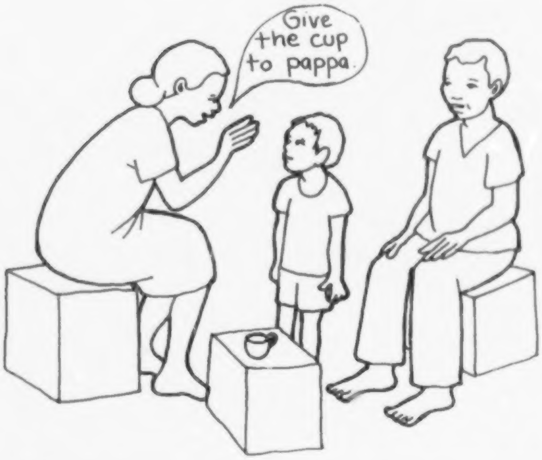
■ Encourage the children to play games using words for objects, parts of the body, and numbers.

■ You can try many ways to help the child to learn words:


This is a cup.

For example, sit with the child in a quiet place. At first help the child to lip read only two or three words that you use every day. Make sure that the words look different on your lips.

You could teach the child the words "stool" and "cup". Say to the child, "This is a stool". Then point to the stool. Hold the cup near your face and say "This is a cup". Make sure that the child looks at your face when you speak.

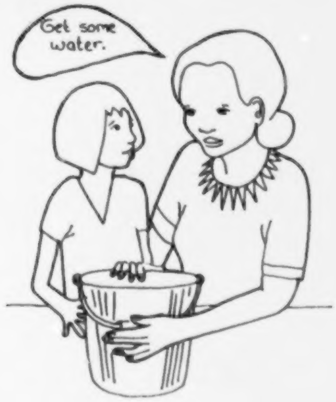

Give the cup to pappa.

Then say, "Where is the cup?". Give the child time to respond. If the child does not point to the cup, say again, "Where is the cup?". Then help the child point to the cup. Do the same thing with the stool.

When the child knows your lip movements for "cup" and "stool", ask him or her to put the cup on the stool. Then ask the child to give the cup to another family member.

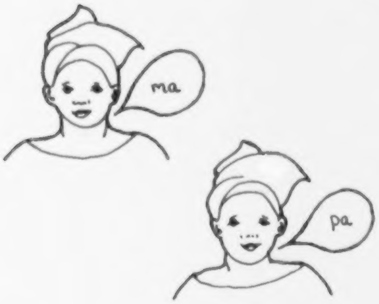
- Try to make these activities into a game. For example, hide the cup and ask the child to find it. Make up games you and the child can play to help him or her read people's lips. If the child thinks it is a game, he or she may learn more easily.

- Do these activities with the child for a short time. The child may get tired easily. Then he or she will not learn.


Get some water.

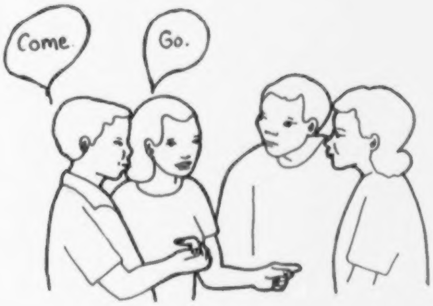
- Your child may also learn lip reading by seeing you say the same things each day.

For example, each day you may hold up a bucket and ask the child to get water. Make certain that the child sees your face when you say "Get some water". After some time the child may understand if you say "Get some water" without holding up a bucket.



- Lip reading can help a person to communicate. But a person with difficulty hearing cannot understand other people by lip reading only. This is because some speech sounds look the same on the lips. For example, your lips make the same movements for "mama" and "papa".

When you and your family communicate with your child you should speak and use signs or body movements.



- Ask other people in your community to do this as well. Show other people the signs you use to communicate with your child. Show them also how to make it easier for the child to lip read.

- When your child is learning signs and lip reading, he or she may first learn the names of objects and people.

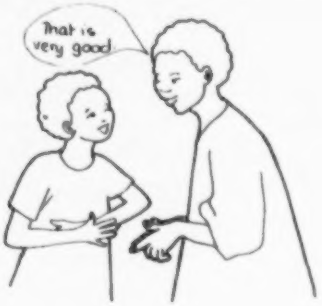
Then the child may learn signs and words for activities, such as "come", "go", "give", "fetch", "sit", and "walk".

- Later the child may learn signs and words to describe objects or activities, such as "big", "little", "fast", and "slow".

By using signs

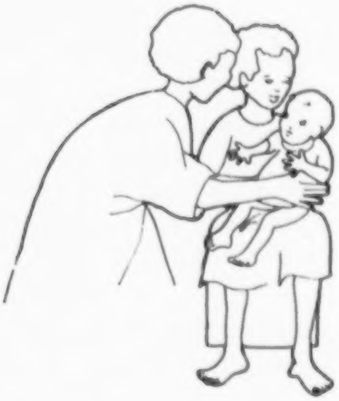
■ After the child understands the signs or words, he or she may begin to use them to communicate.

Usually a child will use signs to communicate before he or she tries to speak.



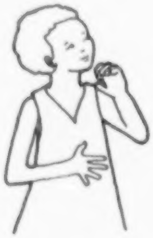
■ When the child uses a sign that he or she has never used before, show that you are pleased.

Let the child know that you want him or her to use that sign again. The next time the child wants to say the same thing, wait for him or her to make the sign. If the child does not use the sign, you should make the sign. Then ask the child to repeat it.

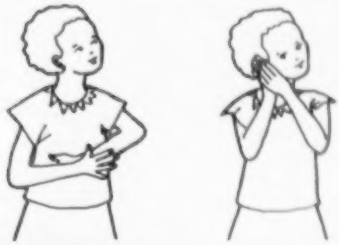


■ Show the child that you are pleased that he or she is telling you something. Respond to the child. Give the child what he or she wants to have, or help the child to do what he or she wants to do.

When the child uses many of the signs that you use, begin to use more signs so the child can learn to communicate more things using signs.



At first the child will use one sign at a time. For example, the child will make the sign for "food" or for "drink".

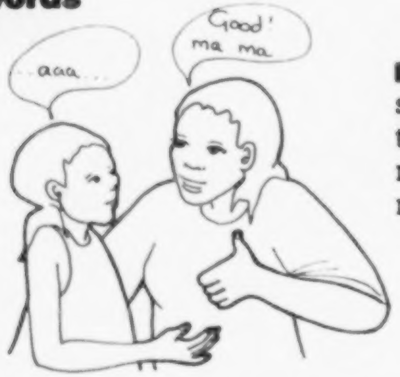


After some time the child will use two signs together, such as the sign for "baby" and the sign for "sleep".

When the child understands more signs, he or she will use them.

■ Later the child will use signs to make more complete sentences, such as "Papa wants food", or "I see big house".

By saying words



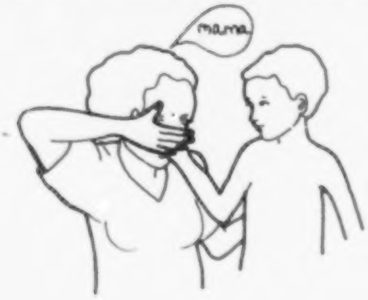
■ After the child is able to understand some words by lip reading, he or she may try to say the words. The child may begin to make sounds as he or she makes the lip movements for a word.

■ Encourage the child to make sounds. If he or she makes a sound for a word which is almost like the word should sound, show the child that you are pleased.

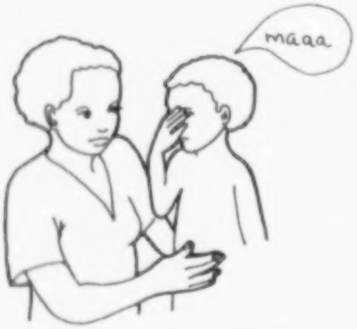
■ You can help the child to make sounds by teaching the child to feel the "vibrations" that sounds make.

■ "Vibrations" are the small movements that you feel in your nose, head, or chest when you make a sound. For example, when you make the sound "m" or "n" you feel the vibrations in your nose.

Being able to feel vibrations can help children who have difficulty hearing to make sounds. Being able to feel vibrations will help them begin to understand what speech is. It will also help these children to speak.

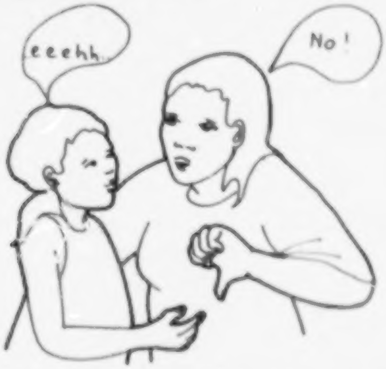


■ To help the child feel vibrations, put the child's hands on your nose, cheeks, throat, or chest while you are speaking. Let the child feel the vibrations in these places while you speak.



■ Now put the child's hands on his or her own body at the same places one by one. Teach the child to make sounds and cause vibrations.

- If the child is able to hear some sounds or loud voices, he or she will be able to make some sounds. Encourage the child when he or she makes sounds that are like the sounds you make when you speak.



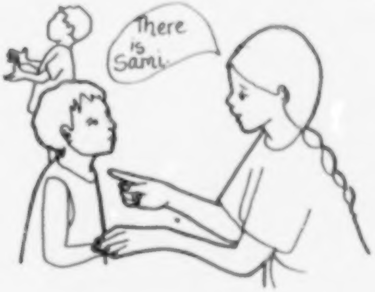
- If the child makes sounds that are like crying or screaming, let the child know that they are the wrong sounds. You can do this by saying "No" and asking the child to try again. Do not get upset or angry if the child makes the wrong sounds when he or she is trying to speak.

- When the child makes the correct sound, show him or her that you are pleased.

- Encourage the child when he or she tries to speak. Do not force the child to try to speak. Spend some time each day with the child when he or she wants to say some words.

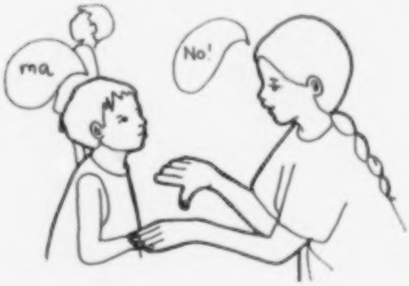
- Find out which words the child tries to say. For example, the child may try to say the names of other children, or the words for objects or kinds of food.

- Choose one or two words the child tries to say and help him or her to say them. First say the word in a sentence. Speak loudly and clearly while the child watches your face. Let the child feel the vibrations on your face or body. You can also place the child's hand in front of your mouth so he or she feels the air move as you speak.



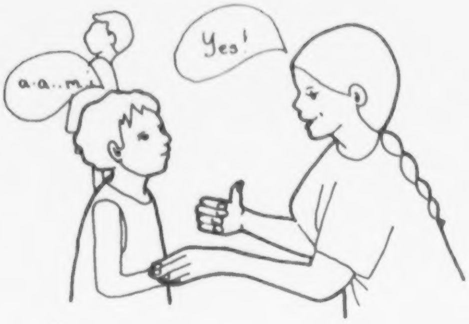
For example, the child may try to say another child's name, "Sami". You could say "There is Sami". Point to Sami and ask the child to say the name.

If the child says "Sami" so that you can understand the word, or part of the word, let the child know that you are pleased.



If the child makes a sound that is not like the name "Sami", let the child know that the sound was not correct.

Say the word again while the child looks at your face and lips. Then ask the child to say the word.



The child may be able to say only part of the word correctly. For example, the child may not make the "S" sound correctly because it is difficult for a person who cannot hear.

If the child is not able to say part of a word after several tries, let him or her try another word.

■ Try to find easy words that the child can say. The child will be encouraged if he or she says a word so that you can understand it.

■ Try to help the child to learn words that he or she needs to use most often.

■ A list of words follows which your child may want to use:

These are words for self care: food, cup, water, latrine, shirt, dress, bed.

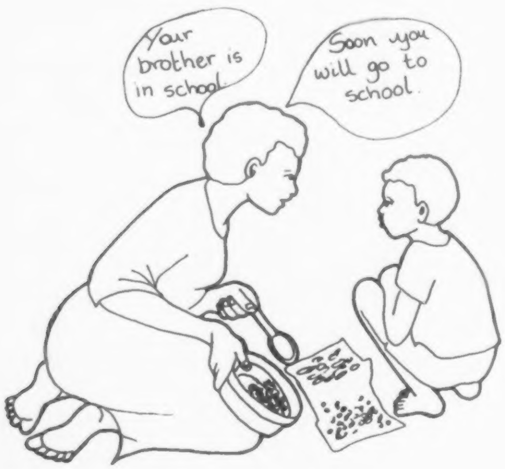
These are words for activities: come, go, give, eat, wash, sit, stand, walk, sleep.

These are words for describing things: big, little, hot, cold, full, empty.

These are words for feelings: tired, hungry, happy, sad, sick, angry.

These are words for people: you, me, he, she, they.

You may think of other words for your child to learn.

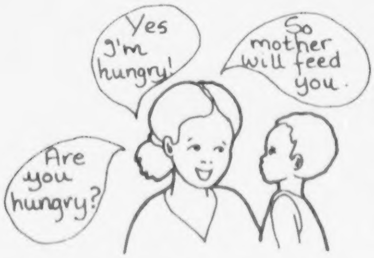

Your brother is in school
Soon you will go to school.

■ The child should see you talking in sentences to learn how to communicate in sentences. The child will learn to lip read words more easily if the words are in sentences.

■ You can help the child to learn words and to put words together by having "conversations" with the child.

Sit with the child and talk to him or her. The child will understand some of the things you say.

You can have a "conversation" by asking a question and then answering it yourself if the child did not understand.


Yes I'm hungry!
So mother will feed you.
Are you hungry?

For example, you can ask the child, "Are you hungry?" If the child does not respond, you can help the child by saying "Yes I am hungry." Then say, "So mother will feed you."

Give the child something to eat and talk about what he or she is eating.

In this way you involve the child in communication even if the child is not ready to speak to you.

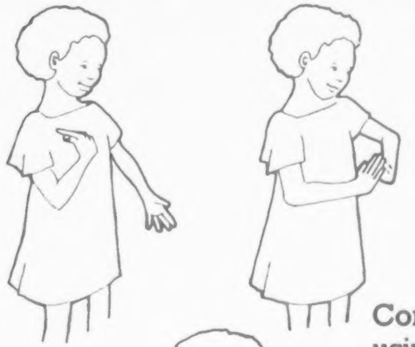
- Your child will need a great deal of time to learn to speak so that you and the family can understand. You must be patient and help the child.

- At first, the child will say only one word at a time. After the child is able to communicate by speaking one word at a time, he or she will put words together.

- Usually the child will begin by using spoken words in the same way he or she uses signs. First the child will say names of objects and people. Then the child will say words for activities. Then he or she will put words together to make sentences.

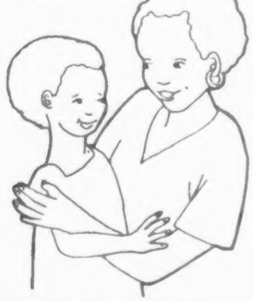
- If your child is able to speak, he or she will most likely continue to use signs while speaking.

You should also continue to use signs when you talk to the child.



- Using signs with speaking and signs with lip reading will help your child and your family to communicate with each other more easily.

- If your child cannot hear any sounds, he or she may not be able to say many words that you and the family can understand.



Continue to communicate with the child by speaking and using signs. Encourage the child to communicate in any way he or she can. Let the child use body movements and signs.

Let the child know that you and the family want to communicate with him or her. Also let the child know that he or she does not have to speak to make you happy. Show the child that you are happy to communicate with him or her in the way that is best for him or her.

- Remember that many people who cannot hear and cannot speak can communicate. Your child can do many things and can be happy if he or she can communicate with other people. The child should communicate in the way that is best for him or her.

Results

After you have used this package for some time, answer the following questions.

Begin by watching the person you are training. Then answer the questions by putting the date in one box after each question. Put the date in the box beside "Easily" if the person communicates in that way often without needing to repeat many times for understanding. Put the date in the box beside "With difficulty" if the person does not communicate in that way often, or needs to repeat many times. Put the date in the box beside "Not at all" if the person does not communicate in that way.

Understands simple instructions?	Easily	☐
	With difficulty	☐
	Not at all	☐
Expresses needs?	Easily	☐
	With difficulty	☐
	Not at all	☐
Understands movements and signs for communication?	Easily	☐
	With difficulty	☐
	Not at all	☐
Uses movements and signs for communication which others understand?	Easily	☐
	With difficulty	☐
	Not at all	☐
Lip reads?	Easily	☐
	With difficulty	☐
	Not at all	☐

Speaks?	Easily	☐
	With difficulty	☐
	Not at all	☐

If all your answers are "Easily", you and the child have done well. You can stop using this package.

If any answer is "With difficulty" or "Not at all", it may be because of one of the reasons listed below. Go through the list to find a possible reason for each of these answers and see what you can do about it.

REASON	WHAT TO DO ABOUT IT
1. You are not using the different ways of communication clearly so that the person can understand.	You and other family members should use body movements or signs in a better way. Or you should speak more clearly so that the person can lip read.
2. You may not have trained the person long enough.	Continue training the person. If you have no results in six months, ask your Local Supervisor for advice.
3. You may not have followed the instructions correctly.	Read the package again. If you think that you have not understood the instructions, speak to your Local Supervisor. Then repeat the training until the person can use one or more ways to communicate. Then stop using this package.
4. The person cannot be trained to communicate in this way because of his of her disability.	Try to find other ways to communicate with the person. Discuss with your Local Supervisor whether you should stop using this package.

If you continue to use this package, train the person for some time. Then answer all the questions above again to see if the person does more activities.

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6. Training package for a family member of an adult who has difficulty hearing but can speak

How to train the person to communicate

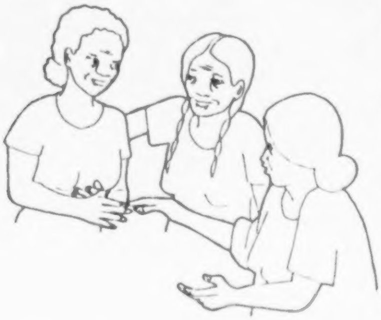
- An adult may begin to have difficulty hearing after learning to speak as a child.
- Such a person was able to communicate easily. Then he or she began to have difficulty hearing. Now the person has difficulty understanding other people.
- At first the person is very sad. He or she feels cut off from family members and friends.
- The person may still be able to speak, but he or she may speak very little. The person speaks only a little because he or she does not hear what other people say.

How to help the person

- You can help the person by showing that you care about him or her. Give the person love and attention. Let the person know that you still want to communicate with him or her.

Do this by spending time with the person. Encourage the person to speak to you. Help the person to understand what you want to tell him or her by trying different ways of communicating.

■ Encourage the person to do the same things he or she did before the difficulty with hearing.



Make sure the person continues to do household activities.

Make sure also that the person continues to do a job if he or she had a job before.

The person should also continue to take part in social activities. Talk with the person's friends and the people he or she works with to help them communicate with the person.

■ In order to find the best way to communicate with the person, you should spend some time each day helping the person.

Encourage the person to speak in order to tell you what he or she thinks, feels, or needs.

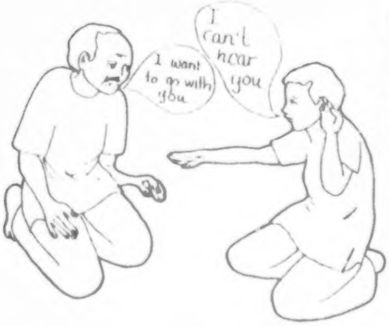
■ If the person is able to hear loud voices, he or she may hear some of the words you say. The person will hear words more easily if you speak clearly and loudly. Try not to shout.

Try to find the best way for you to give the person information so that he or she will understand.

■ You can try the ways of communication described in this package.

How the person can learn to communicate

By speaking to others


I want to go with you
I can't hear you

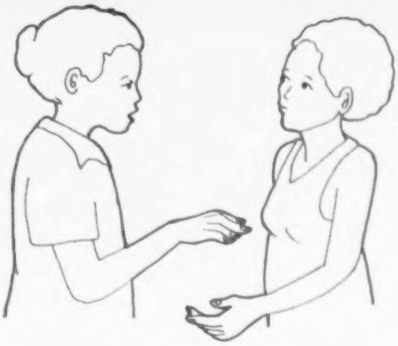
■ A person who loses hearing cannot hear his or her own speech. Because of this the person's speech may begin to sound different. The person's speech may become too high or too low, too loud or too soft. The person may say some words wrong.

■ You can help the person to continue to speak clearly. For example, if the person speaks too quietly, put your hand behind your ear to show him or her that you cannot hear.

If the person speaks too loudly, you can put a finger in front of your mouth, or put both hands over your ears.

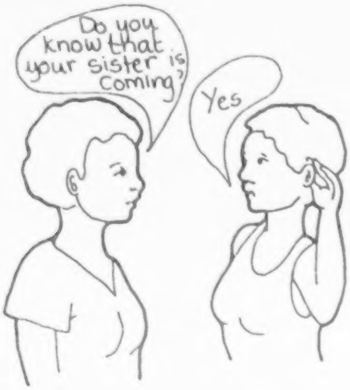
If the person says words wrong, let the person know that his or her speech is not correct. Make sure that the person is looking at you. Say the words that the person said wrong. Tell the person to repeat the words. Let the person know when he or she says the words correctly.

By learning the meaning of face movements

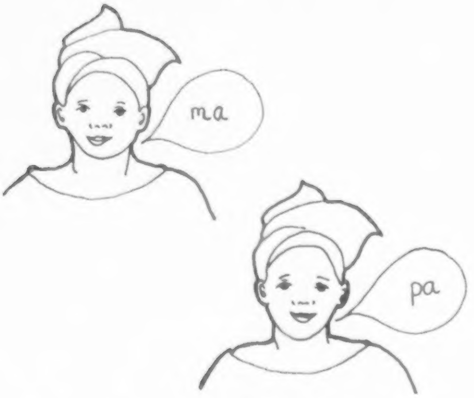


- The person may be able to understand some of the things you say by watching the movements of your face and lips when you speak. This is called speech reading or lip reading.

- If the person is able to hear loud voices, he or she may hear parts of words and lip read the other parts.


Do you know that your sister is coming?
Yes

- Ask the person if he or she can hear better by putting one hand behind the ear. Let the person try this with each ear to find out if it helps.



- The person will never be able to lip read every word you say. This is because some speech sounds look the same on the lips. For example, your lips make the same movements for "mama" and "papa".

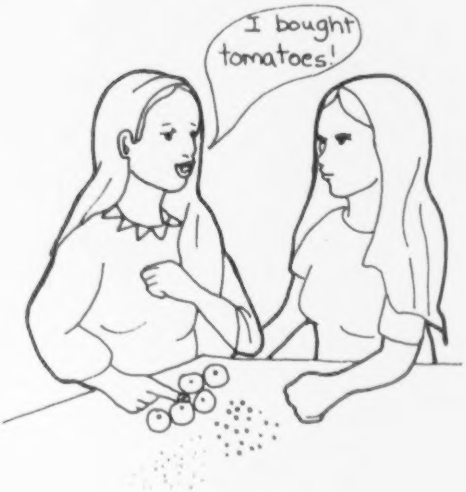
- Sometimes the person may not be able to read your lip movements, but he or she will understand something from the expression on your face.

- Some people learn to lip read without being taught how to do it.

Other people have difficulty lip reading. These people need help to learn how to lip read.

- Spend some extra time each day helping the person learn to read your lips when you speak.

- The person must be able to see your face. Sit or stand so that light shines on your face. Speak clearly. Do not make your lips move more than you move them when you speak to other people. Do not speak with something in your mouth.


I bought tomatoes!

■ Begin with words which you and your family use every day. For example, show the person the things you bought in the market. Point to the tomatoes and say, "I bought tomatoes". Do the same for each thing you bought.

Then say the same things without pointing. Name the things in a different order. For example, if you named tomatoes, rice, and maize, then name maize, tomatoes, and rice. Ask the person to repeat what you say.

Start with a few words. When the person can lip read those words, add more words.

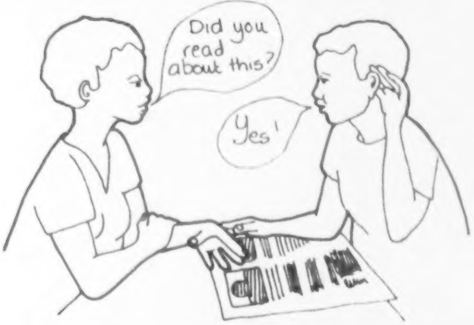
In this way you help the person to understand you by lip reading.

■ Speak to the person about people or events that are interesting to him or her. The person may like to know about family members and their activities, or about community members and their activities.

■ You, other family members and friends should speak to the person as often as you did before he or she lost hearing.

Explain to other people that they must face the person when they speak. Tell them to speak clearly. Tell them also that the expressions on their faces will help the person to understand what they say.

By reading and finger spelling


Did you read about this?
Yes!

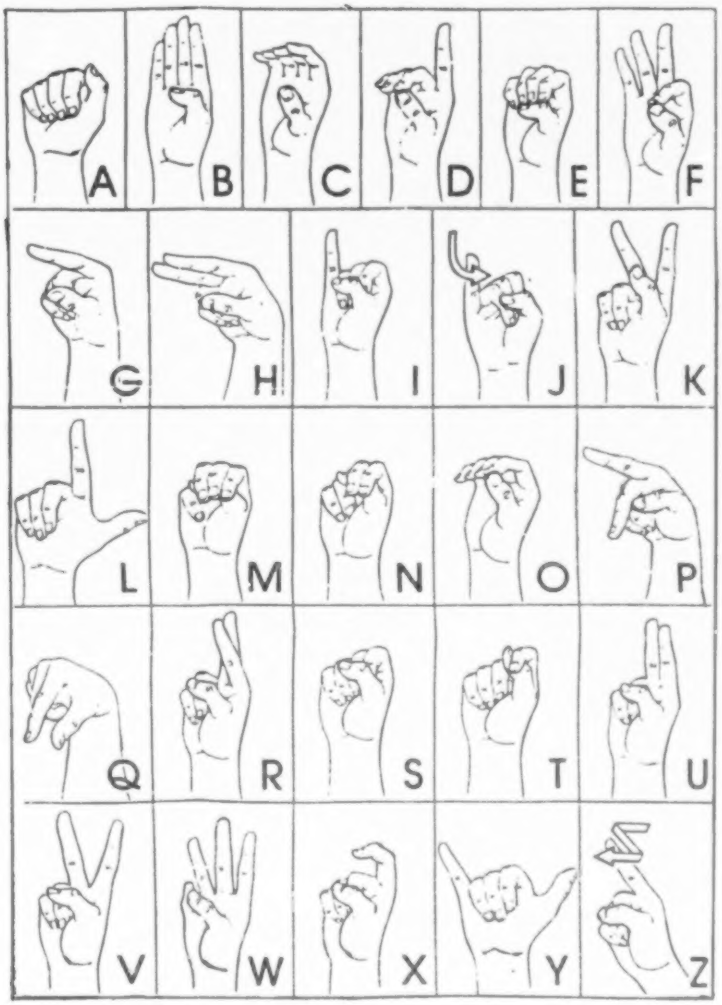
If the person is able to read, he or she may like to read newspapers or books. These things will help the person to know what is going on in the community. They will also give the person things to talk about with others.

You may have these things. Or some people in the community may have them and let your family member use them.

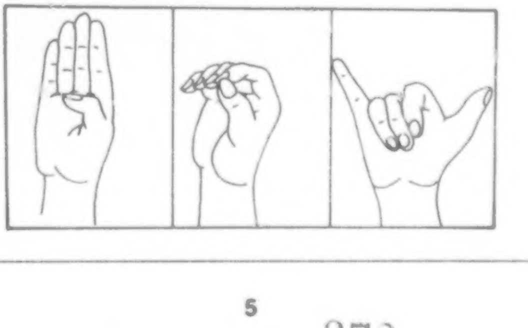
■ If the person is able to read, you can communicate by writing information or by spelling words with your fingers.

You can use your fingers to form letters and to spell words that the person does not understand by lip reading.

■ There are examples of finger movements for each letter of one alphabet in the following pictures. Your language may use another alphabet. If so, you can make special finger movements for your alphabet.



The picture here shows an example of how finger movements are used to spell the word "boy".



- You should also find other ways to communicate with the person. If the person gets information only by reading or finger spelling, he or she will not be able to communicate with people who cannot read.

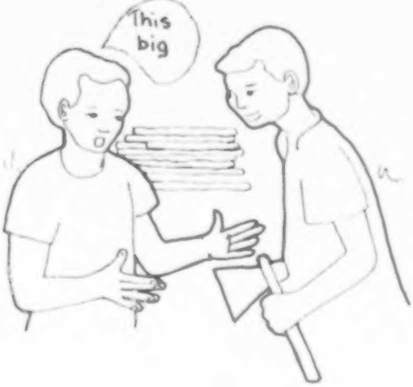
Spend some time each day to help the person learn to communicate. Try different ways to communicate.

- Teach the person when he or she wants to learn. Do not force the person.

- Teach the person for a short period at a time. Then let the person rest.

Teaching the person two or three times a day is better than helping the person for a long time once a day.

By learning the meaning of hand and body movements



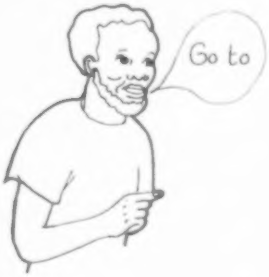
- When you are speaking to the person, use movements of the face, hands, and body to help the person understand what you say.

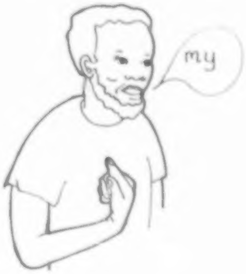
Different expressions on your face help the person to lip read.

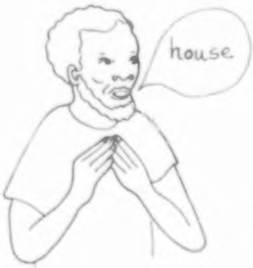
Movements of your hands and body can also help the person to understand what he or she cannot understand by lip reading.

- You can use a special movement of your hands to mean one word or idea. Each time you want the person to understand that word or idea, use the same movement.

- When a person uses the hands to make special movements which mean special words or ideas, the person is using sign language. The following is an example:







- In some countries all people who cannot hear use the same set of signs to communicate. If people with difficulty hearing in your country do not have a sign language, you can make up special signs. There are examples of signs on page 8. You can change these and add new ones.

Ask your Local Supervisor if there is a person who already knows sign language. Maybe that person can come and teach you the sign language, then the person you train, then the rest of the family.

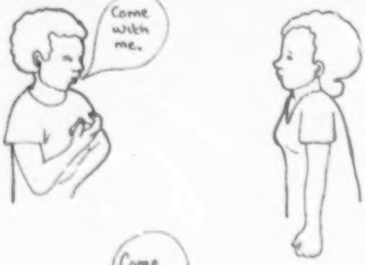
- You, family members, and friends should learn the signs along with the person. You must use the signs to give information to the person.

- The person should speak. He or she does not need to use signs to give information to other people. The person should know sign language to get information from other people.

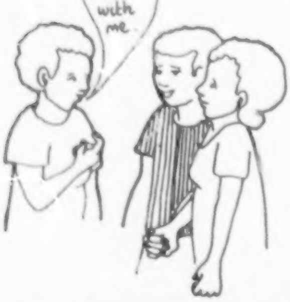
- You can teach a person sign language in the following way:

Choose a sign you want to teach the person.

For example, you may want the person to learn a sign for "come."


Come with me.

Speak to the person at the same time you use the sign. You could say "Come with me." Make the sign for "come" as you say the word.

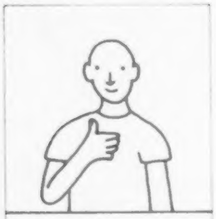

Come with me.

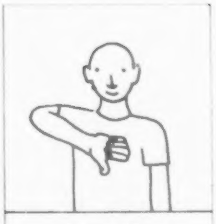
If the person does not understand, ask a family member to help. The family member can stand next to the person. Make the sign for "come" and, at the same time, say to the family member and the person "Come with me". Then the family member should walk towards you to show the person what your words and the sign mean.

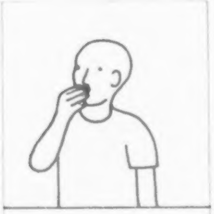
If the person has difficulty lip reading, teach the person signs for the words you use most often. Family members and friends should know the signs so they can use them to communicate with the person.

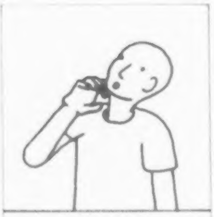
- Some people who lose hearing may not want to learn signs. If that is the case, do not force the person. Continue to communicate with the person in a way he or she wants to use.

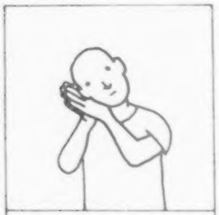
Examples of signs

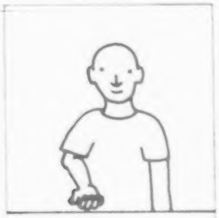

Yes / Good

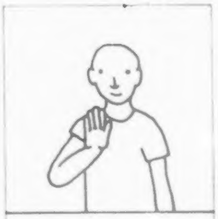

No / Bad

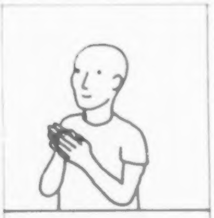

Eat

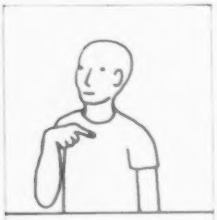

Drink

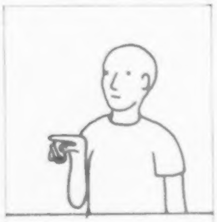

Sleep

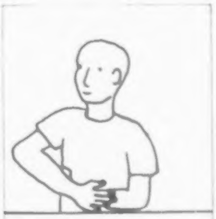

Give

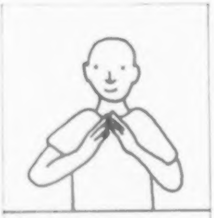

Wait / Stop

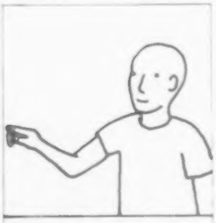

Please / Thankyou

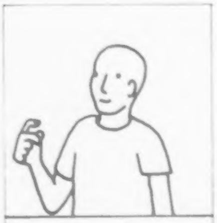

I / Me

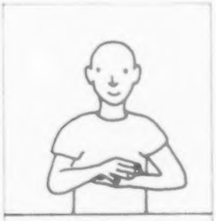

You

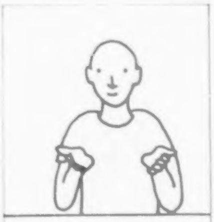

Baby

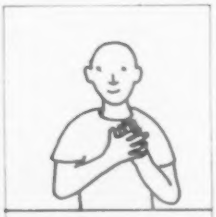

House

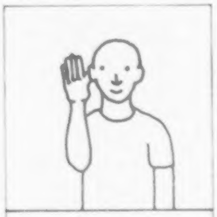

Go

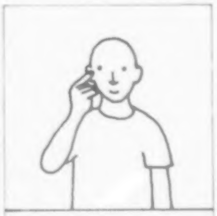

Come

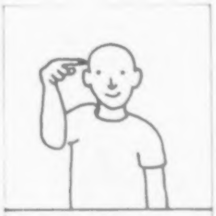

Sit

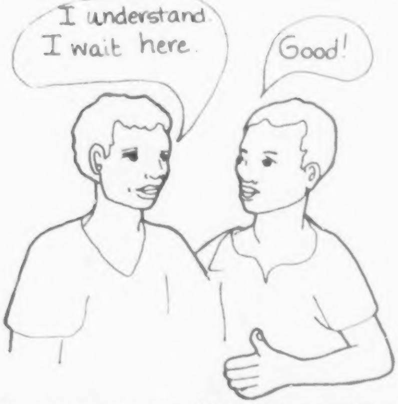

Stand up


Like / Love


Hear


See


Think


I understand.
I wait here.
Good!

■ Each time the person understands what you are telling him or her, show that you are pleased. You can do that by smiling, nodding your head, and saying "Good."

The person may be upset or angry when he or she does not understand what you say. Do not get angry at the person.

Be kind and patient with the person.

■ Training a person with difficulty hearing how to understand what others say takes a long time. It is important to train the person to understand so that he or she will feel part of the family and the community.

Results

After you have used this package for some time, answer the questions.

Begin by watching the person you are training. Then answer the questions by putting the date in one box after each question. Put the date in the box beside "Easily" if the person communicates in that way often without needing to repeat many times for understanding. Put the date in the box beside "With difficulty" if the person does not communicate in that way often, or needs to repeat many times. Put the date in the box beside "Not at all" if the person does not communicate in that way.

Understands simple instructions?	Easily	
	With difficulty	
	Not at all	
Expresses needs?	Easily	
	With difficulty	
	Not at all	
Understands movements and signs for communication?	Easily	
	With difficulty	
	Not at all	

Lip reads?	Easily	☐
	With difficulty	☐
	Not at all	☐
Speaks?	Easily	☐
	With difficulty	☐
	Not at all	☐

If all of your answers are "Easily", you and the person have done well. You can stop using this package.

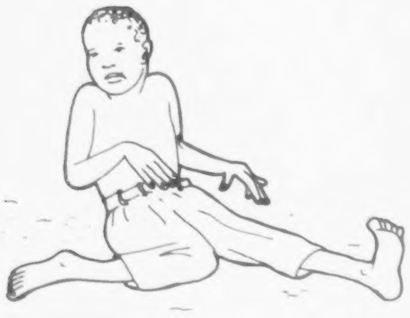
If any answer is "With difficulty" or "Not at all", it may be because of one of the reasons listed. Go through the list to find a possible reason for each of these answers and see what you can do about it.

REASON	WHAT TO DO ABOUT IT
1. You are not using the different ways of communication clearly so that the person can understand.	You and other family members should use body movements or signs in a better way. Or you should speak more clearly so that the person can lip read.
2. You have not trained the person long enough.	Continue training the person. If you have no results in six months, ask your Local Supervisor for advice.
3. You have not followed the instructions correctly.	Read the package again. If you think that you have not understood the instructions, speak to your Local Supervisor. Then repeat the training until the person can use one or more ways to communicate. Then stop using this package.
4. The person cannot be trained to communicate in this way because of his or her disability.	Try to find other ways to communicate with the person. Discuss with your Local Supervisor whether you should stop using this package.

If you continue to use this package, train the person for some time. Then answer all the questions above again to see if the person does more activities.

7. Training package for a family member of a child who has difficulty speaking and moving but can hear

How to train the child to communicate



- A child who cannot say words clearly may have difficulty moving the arms and legs.

The child may have difficulty moving the mouth, tongue, face, and head. For this reason, the child has difficulty saying words clearly.

- Most children with this disability can hear. They hear and learn the words you use when you speak but they cannot say the words clearly.

- Speak to the child you train as often as possible, even if he or she cannot say any words. This will help the child to understand what is happening in your home and your community.

- This disability happens in babies and very young children. An older child who has this disability will have had it since early childhood.

- A child who cannot speak to other people may feel cut off from family members and people in the community.

The child can hear what other people say, but cannot tell others what he or she thinks, feels, or needs.

- Sometimes the child may try to express his or her thoughts. If other people do not understand, the child may feel sad, upset, or angry.

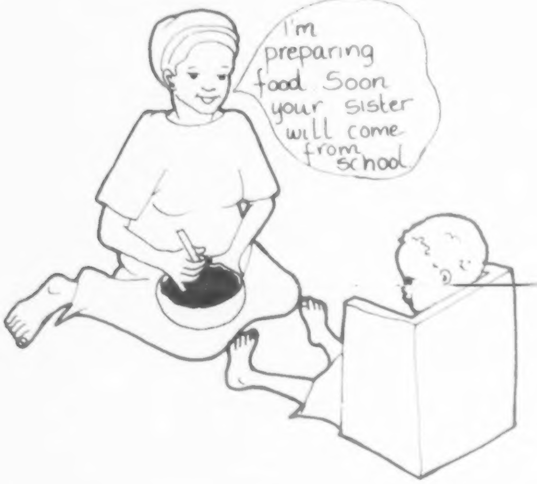
Sometimes the child may not try to speak because he or she thinks that other people will never understand.

- You can help the child by finding out if he or she can learn to speak more clearly.

- Encourage the child to communicate in any way that he or she can in order to express needs and feelings.

The child may be able to express himself or herself with movements of the face, hands, or body. Or the child may be able to use pictures to communicate.

What you can do to help the child


I'm preparing food Soon your sister will come from school

- You can show the child that you care about him or her and that you want him or her to communicate with you.

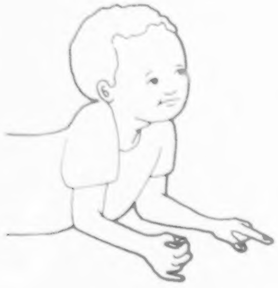
Do this by talking to the child as much as possible. Talk to the child about what you are doing.

- Tell him or her what other family members are doing. Talk to the child about people and activities in your community.

- Give the child a chance to respond to you by speaking or using other ways to communicate.

- If the child cannot sit without support, place cushions around him or her. Then the child can sit and look at people and watch what they are doing.

Ask your Local Supervisor for the Training Package which tells you how to make seats for a person with difficulty sitting.



- A child may not be able to hold the head up when in the sitting position. This child may be able to hold the head up when lying on the stomach and leaning on the arms.

- The child may have difficulty eating and drinking. If so, ask your Local Supervisor for the Training Package to help a person who has difficulty moving take care of himself or herself. This package will show you how to help the child with eating and drinking.

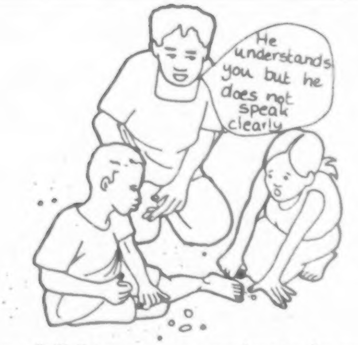
- If the child can hold the head up when lying on the stomach and leaning on the arms, try feeding the child in this position.

- If the child learns to move the head and mouth for eating and drinking, he or she may learn to speak more clearly.

- You can also help the child by including him or her in family activities and in community activities.

- Encourage the child to do the same activities that other children do.

If the child is of school age, send him or her to school. Talk with the teacher about the child's disability and the difficulty with speaking. Explain to the teacher that the child can hear.


He understands you but he does not speak clearly

- Encourage your child to play with other children. Tell the children about the child's difficulty with moving and speaking. Explain to the children how they can communicate with your child.

- Train the child to communicate in ways that are best for him or her.

- You should spend time with the child each day to help him or her learn to communicate.

Spend a short time with the child two or three times a day.

Try to be with the child in a quiet place.

Let the child rest when he or she is tired.

- Teach the child different ways to communicate. Then you and the child can find out which are the best ways for him or her.

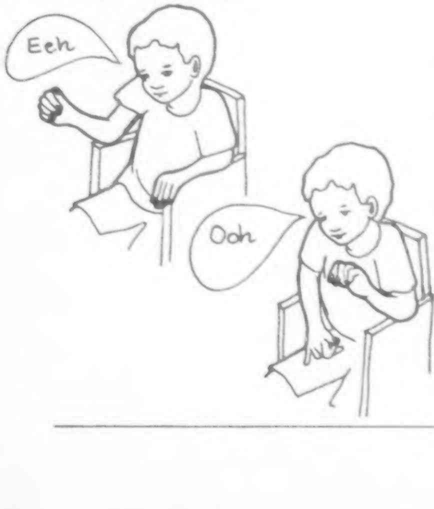
- Teaching the child to communicate may take a long time. You and other family members should be patient.

How to help the child learn to speak

- A child who has difficulty moving arms and legs may sit with his or her body bent or turned.

Help the child to sit as straight as possible and to keep the head up straight. The child will be able to make sounds or speak better if the head is held up.

- If the child has difficulty moving and speaking, you can begin to help him or her in the following ways:



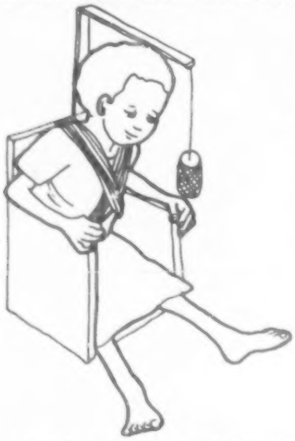
- Teach the child to use one sound or movement for "yes" and another sound or movement for "no." Teach the child to do something that is easy for him or her to do.

For example, the child can say "yes" by blinking the eyes once, or by raising the right hand.

The child can say "no" by blinking the eyes twice, or by raising the left hand.

If the child can communicate with "yes" and "no," you can find out what he or she wants by asking questions.

- Let the child see you when you speak to him or her. If the child has difficulty moving the head, you can move so the child can see you. Then you and the child can see each other's face and movements. This will make communication easier.

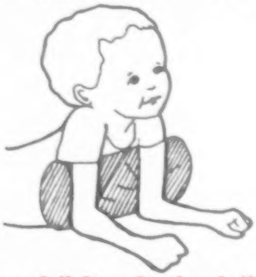


- The child may not be able to make a sound to call you when he or she needs you. If so, find a way for the child to let you know that he or she needs you.

For example, place a tin with stones in it near the child. He or she can hit the tin to make noise to call you.

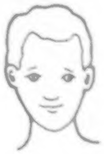
- The child who has difficulty moving the arms, legs, head, and mouth may also have difficulty drinking and eating.

In this case, begin training the child to do exercises for the head and the mouth.

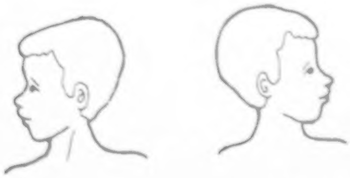


- If the child you train is a small child, he or she can do these exercises lying on the stomach. The child should lie on the stomach and hold himself or herself up on the arms. You may have to put a small cushion under the child's chest to help him or her stay in this position.

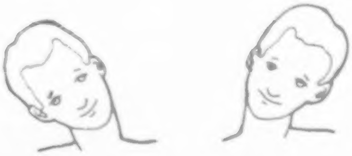
- Ask the child to do the following exercises with the head:



- Tell the child to hold up the head and to look straight in front of himself or herself.



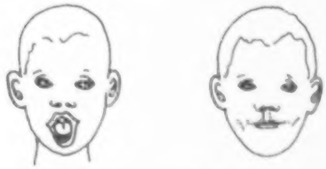
Then to turn the head from side to side.



Then to bend the head from side to side.

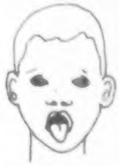
- If the child has difficulty with these exercises, you can help the child by putting your hands on both sides of his or her head.

- Ask the child to do the following exercises with the mouth.



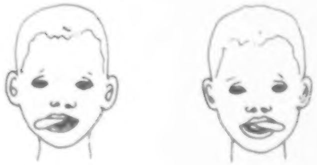
- Tell the child to hold the head as straight as possible, to open the mouth, and to keep the tongue in the mouth.

Then to close the mouth tightly.

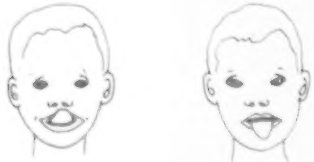


- Tell the child to hold the head as straight as possible, then to open the mouth and push the tongue out straight.

Then to pull the tongue into the mouth and close the mouth.

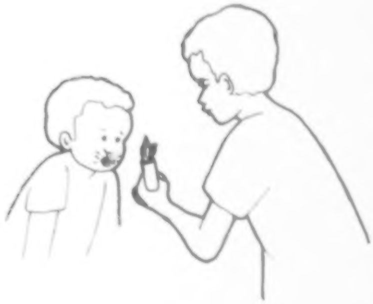


- Tell the child to open the mouth and push the tongue out. Then to move the tongue from side to side.



Then to move the tongue up and down.

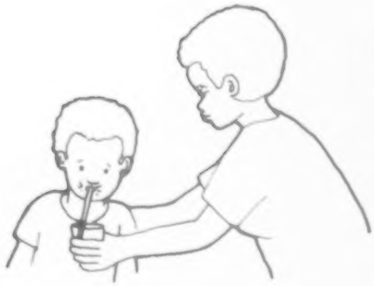
Then to pull the tongue into the mouth and to close the mouth.



- Tell the child to hold the head up as straight as possible, to close the lips, and to blow.

You can hold a piece of paper so the child can move it by blowing. Or you can ask the child to blow out a candle.

At first hold the paper or the candle close to the child's mouth. When the child is able to blow it, move it away from the child so he or she has to blow more.

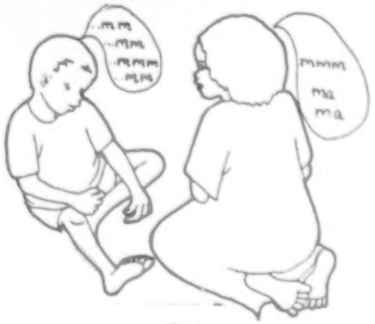


- Tell the child to hold the head up as straight as possible, to close the lips, and to suck.

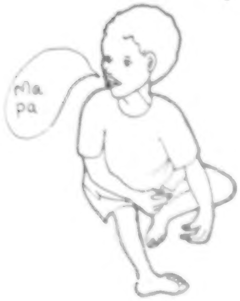
Put a reed or a straw into a glass with water or tea. Let the child try to drink by sucking on the reed or the straw.

The child can also blow through the reed or straw to make bubbles in the water or tea.

- If the child is able to do these exercises for the head and mouth, you can ask him or her to make special sounds.

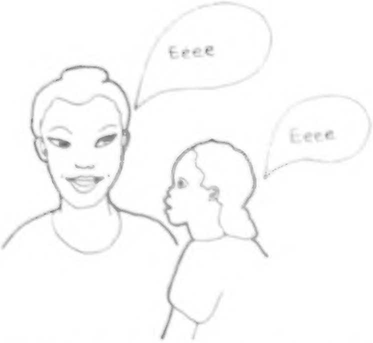


- Listen to the sounds the child makes. Smile and repeat the sounds to the child. Let the child know that you are pleased when he or she makes sounds.



- Tell the child to make the sounds "da," "ma," "ba," "pa." Encourage the child to repeat the sounds in different ways. For example, "ma ma ma ma," "ma ma pa pa," "ma ba ba ma."

- Tell the child to make the sounds "aa", "ee" and "oo".



- Let the child look at your face and mouth when you make the sounds. Then ask the child to make the same movements with the mouth in order to make the sounds.

- Listen carefully to find out if the child is also trying to say some words.

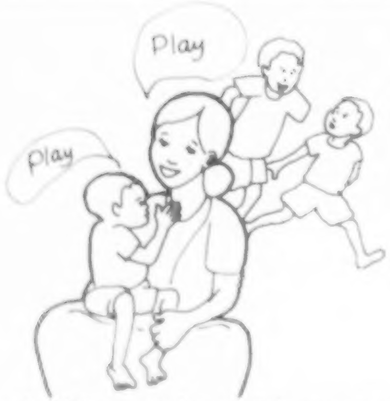
- If the child can make some sounds clearly, ask him or her to say some words.

Tell the child to say the names of people or objects in your home or yard. Begin with names that the child finds most easy to say.

- When the child says a word, show that you are pleased.

Then use the word in a sentence. For example, if the child says "baby" you can say "The baby is sleeping."

- Begin with two words that you want the child to say. When the child can say these two words, choose two more words. Make certain that the child has learned the old words before you teach him or her new words.



■ Choose words that the child hears frequently. They should be short, easy words to say. They can include words for objects, greetings, or activities, such as "play", "hello", or "come". The words should include names of things the child may want, such as drink or food.

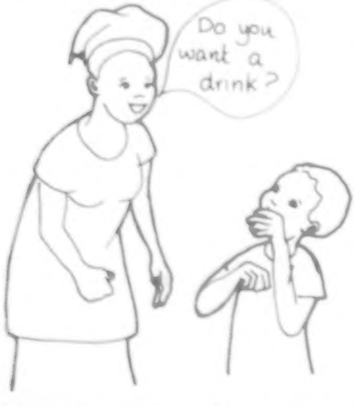
■ Try to do this until the child can speak and people can understand him or her.

■ People who are with the child often will understand him or her more easily than people who do not know the child.

■ If the child tries for about 6 months to say new words but cannot do so, stop the training, at least for a time. Continue to speak to the child. Let the child use other ways of communication to express himself or herself. Encourage the child to continue to make sounds and to say whatever he or she can say. Ask your Local Supervisor for advice.

How to help the child communicate without speaking

■ When people communicate they use movements of the face, hands, and body to express their thoughts and needs.


Do you want a drink?

■ The child you train may also use some movements for communication. For example, the child may point to things he or she wants. The child may use one special movement of the eyes, the head, or the hands to say "Yes". He or she may use another special movement to say "No".

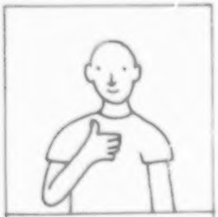
Find out if the child can use other movements of the face, head, hands, or arms to tell you what he or she wants to say.

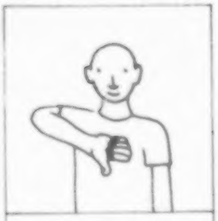
■ Some people, who cannot hear or speak, use special movements of the hands to communicate. This is called sign language. There is an example of sign language on page 8.

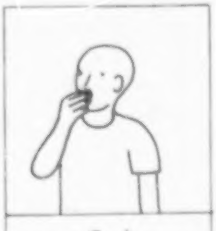
If the child can move the head, hands, and arms well, he or she may be able to use signs to communicate.

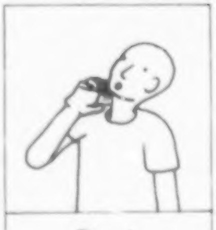
If the child has difficulty moving, he or she may have difficulty making special signs with the hands.

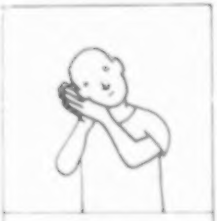
Examples of signs

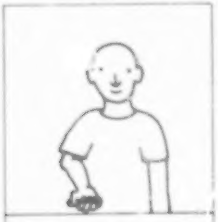

Yes / Good

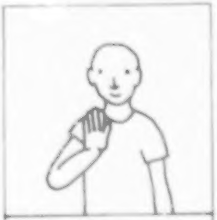

No / Bad

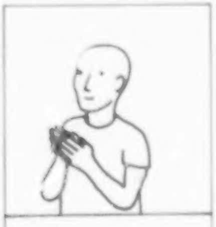

Eat

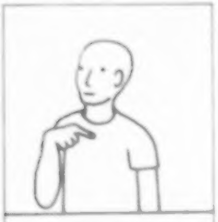

Drink

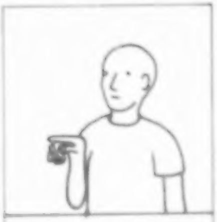

Sleep

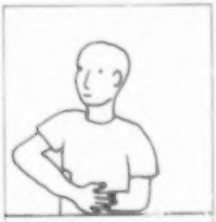

Give

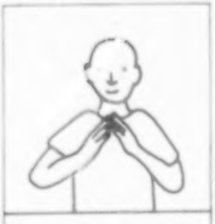

Wait / Stop

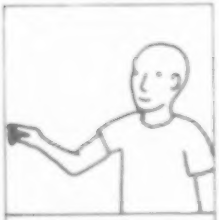

Please / Thankyou

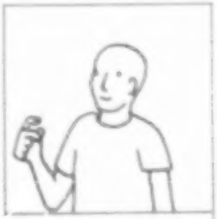

I / Me

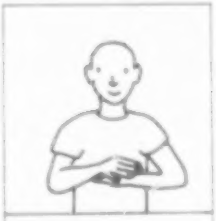

You

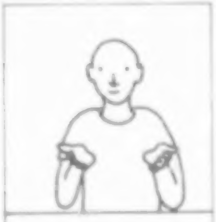

Baby

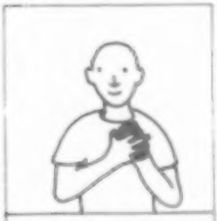

House

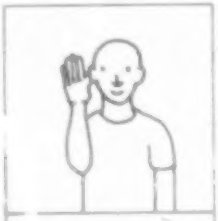

Go

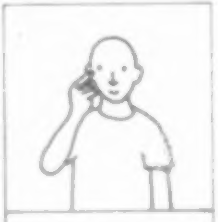

Come

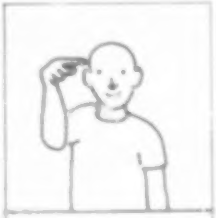

Sit

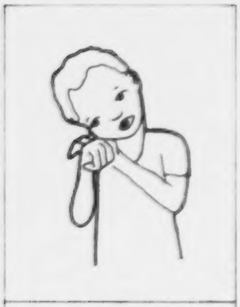

Stand up


Like / Love

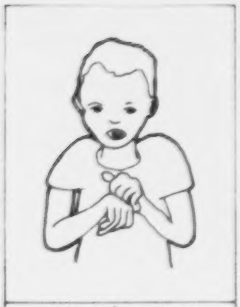

Hear


See


Think



Sleep



Please/Thankyou

■ Choose two or three of the signs on page 8 and ask the child to make the signs. See if the child can use his or her hands in this way.

If the child has difficulty moving the fingers, the signs may not look like the pictures on page 8.

If the child can make signs with the hands, he or she can express thoughts or needs with signs.

■ People in your community or your country who have difficulty hearing and speaking may use the same set of signs for communication. Ask your Local Supervisor about this.

If there is not a set of signs used in your country, you can use the signs on page 8. Or you can make up your own signs for the child.

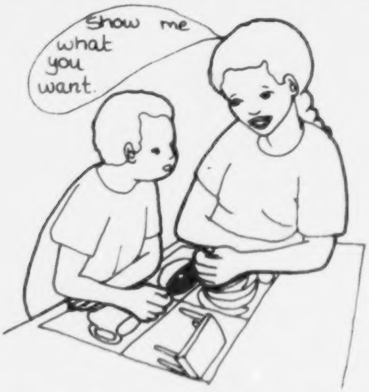
■ Ask your Local Supervisor if there is a person who lives near your community who already knows sign language. Maybe that person can come and teach you, your child, and the rest of the family to use sign language.

Family members should understand the signs the child makes. Family members can speak to the child and let the child respond with signs.

■ The child you train can also use pictures to communicate.

This way of communicating may be better for a child who has difficulty moving and cannot make signs with the hands.

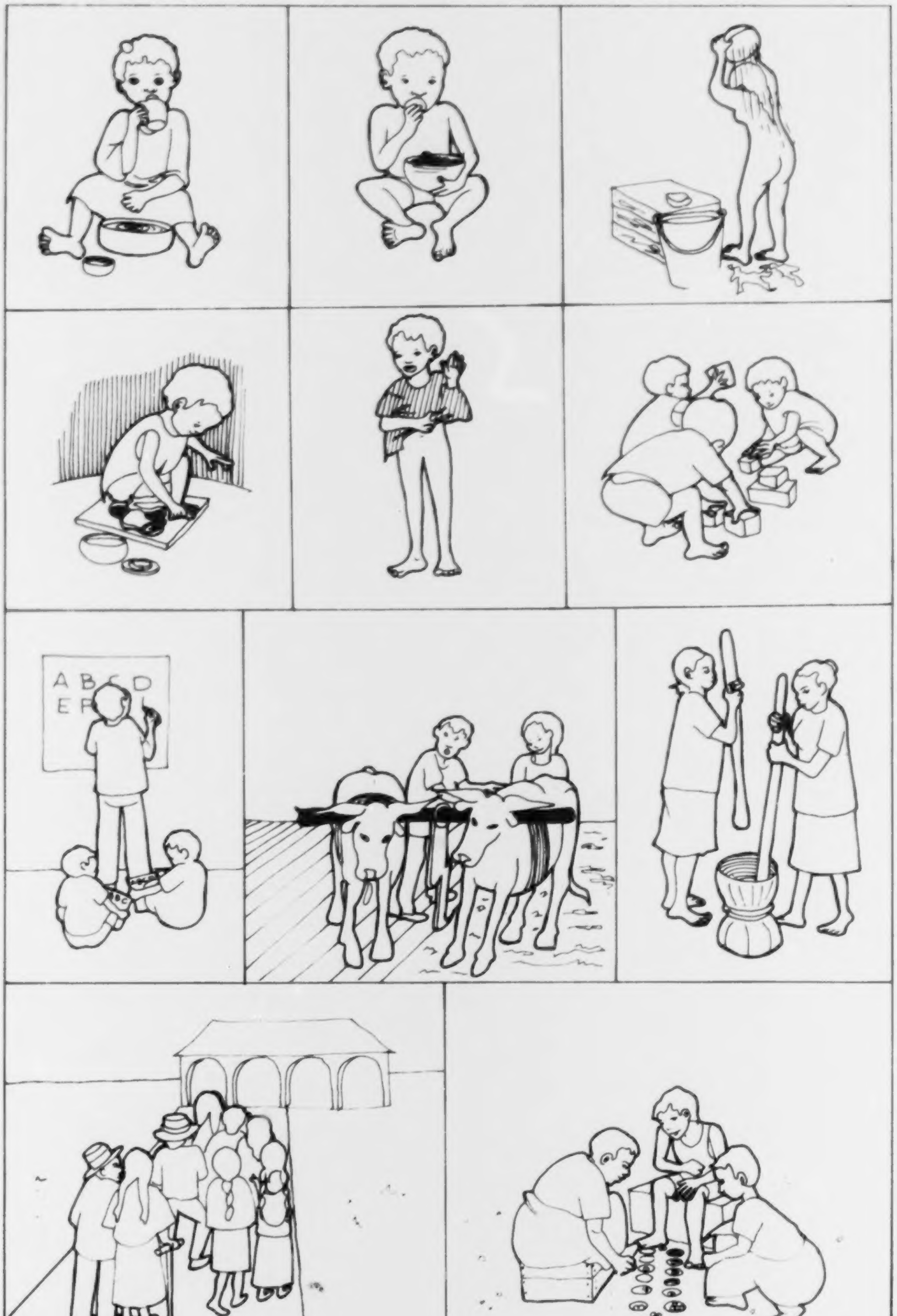
■ Collect pictures from newspapers, calendars, and cards. Find pictures of the things the child eats and drinks. Find pictures of people doing activities you, the child, and your family members do. There are examples of pictures on page 10.

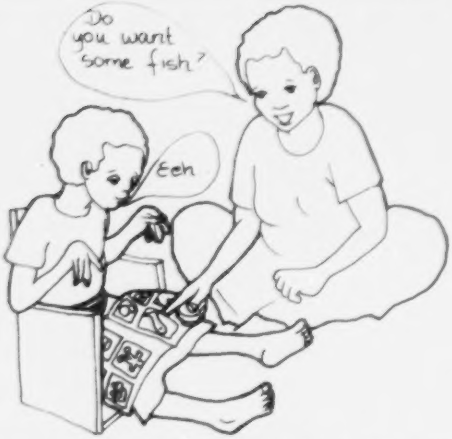

Show me what you want.

Show the pictures to the child. Talk about the pictures.

Then ask the child to point to a picture of something he or she wants to have or to do. Give the child what he or she asked for in the pictures. Or let the child do the activity which he or she pointed to in the pictures.

Examples of pictures




Do you want some fish?
Eeh

- If the child has difficulty moving the arms to point to the pictures, you can point. The child can use a movement or a sound to let you know when you are pointing to the picture of something he or she wants.

You can put the pictures the child uses most often on stiff paper or a board. Or you can make a book of pictures for the child.

- After you and the child have tried different ways of communicating, see which ways are best for the child.

- Help the child to communicate in the way he or she can express his or her thoughts or needs most easily. All family members should learn to understand the way the child communicates. You and the other family members should continue to speak to the child as much as possible.

Results

After you have used this package for some time, answer the three questions below.

Begin by watching the child you are training. Then answer the questions by putting the date in one box after each question. Put the date in the box beside "Easily" if the child communicates in this way often without needing to repeat many times for understanding. Put the date in the box beside "With difficulty" if the child does not communicate in that way often, or needs to repeat many times. Put the date in the box beside "Not at all" if the child does not communicate in that way.

Expresses needs?	Easily	☐
	With difficulty	☐
	Not at all	☐
Uses movements and signs for communication which others understand?	Easily	☐
	With difficulty	☐
	Not at all	☐

Speaks?	Easily	☐
	With difficulty	☐
	Not at all	☐

If all of your answers are "Easily", you and the child have done well. You can stop using this package.

If any answer is "With difficulty" or "Not at all", it may be because of one of the reasons listed below. Go through the list to find a possible reason for each of these answers and see what you can do about it.

REASONS	WHAT TO DO ABOUT IT
1. You have not trained the child long enough.	Continue training the child. If you have no results in six months, ask your Local Supervisor for advice.
2. You have not have followed the instructions correctly.	Read the package again. If you think that you have not understood the instructions, speak to your Local Supervisor. Then repeat the training until the child can use one or more ways to communicate. Then stop using this package.
3. The child cannot be trained to communicate in this way because of his or her disability.	Try to find other ways to communicate with the child. Discuss with your Local Supervisor whether you should stop using this package.

If you continue to use this package, train the child for some time. Then answer all the questions above again to see if the child does more activities.

TRAINING IN THE COMMUNITY FOR PEOPLE WITH DISABILITIES

8.

Training package for a family member of a person who has difficulty moving

Information about the disability and what you can do about it

What Is This Package For?

The information in this package will help you to understand the disability of a person who has difficulty moving. The instructions will help you to start training the person.

World Health Organization
Geneva, 1989

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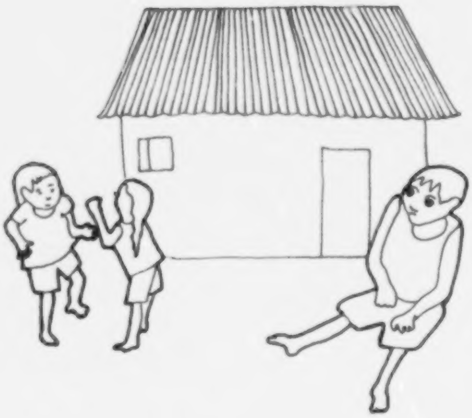
8. Training package for a family member of a person who has difficulty moving

Information about the disability and what you can do about it



■ A person who has difficulty moving may not be able to use his or her arms or legs.

A person who has difficulty moving may look different from other people. Deformity of parts of the body may make a person look different from others. He or she may also not move in the same way as others.

The whole or part of one or both arms and legs may be missing, so the person has difficulty moving.

The arms and legs may be stiff or weak, so that the person has difficulty moving correctly.

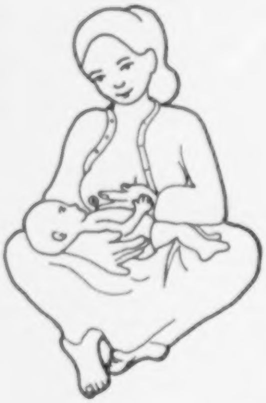
The joints or the back may be stiff and painful, so the person has difficulty moving.

■ Some people are born with difficulty moving. Others who have difficulty moving may have had a disease or an injury that made them like this.

Difficulty moving may also be caused by old age. Diseases in the person's bones, joints, or back can also cause difficulty moving.

Activities that a baby needs to be able to do

■ It is sometimes difficult for a baby who has difficulty moving to breast-feed. A baby who has difficulty moving sometimes cannot suck.



The baby may push his or her head back when held in the mother's arms.

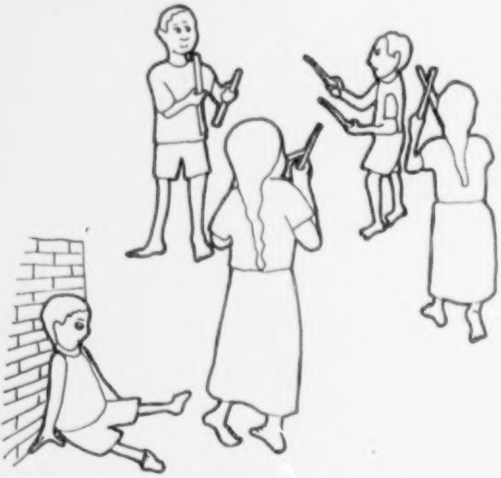
The baby may push his or her tongue out when the mother puts her nipple into the baby's mouth.

For these reasons the baby may need help to breast-feed or may need to be fed with a spoon.

■ A baby who has difficulty moving may not play and learn to do activities that other babies do. All babies who have a disability need to be played with more to help them develop.

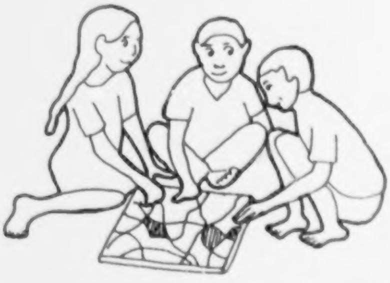
■ Speak to your Local Supervisor about breast-feeding and play for your baby. Your Local Supervisor will give you the Training Packages which you can use to help you to breast-feed the baby better and to help the baby develop through play.

Activities that a child needs to be able to do



■ Sometimes a child who has difficulty moving cannot use his or her hands, sit alone, or move around. Because of this, the child may not play like other children. Or the child may not have learned to take care of himself or herself, or go to school. An older child may not be able to do household activities like other children.

■ Most children who have difficulty moving are able to learn many activities. Some children who have difficulty moving also have other difficulties, such as seeing, hearing, or learning. These children can learn some activities, but it will take them longer.



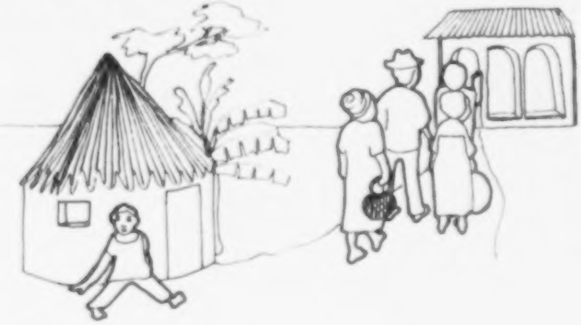
■ All children need to play. Play helps develop abilities such as moving, learning, hearing, speaking, and seeing. Play also teaches a child about his or her surroundings.

- The child you train may need help to develop through play. The child may also need training to be able to take care of himself or herself and to move around. The child may need to start schooling.

- If the child you train needs to do these activities, speak to your Local Supervisor about it. Your Local Supervisor will give you the Training Packages that you can use to help the child to develop these abilities.

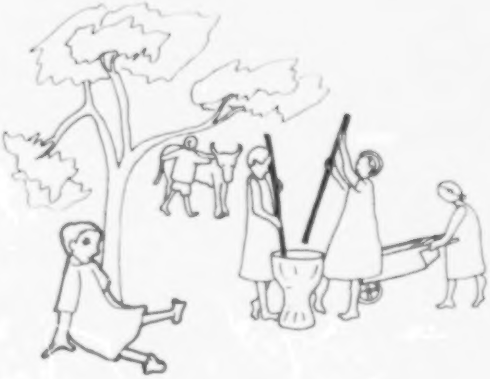
Activities that an adult needs to be able to do

- An adult who has difficulty moving may not be able to use his or her hands or to sit alone. The person may not be able to take care of himself or herself alone. The person may not be able to eat, bathe, clean the teeth, comb the hair, care for the nails, wash clothes, use the latrine, or dress without help.



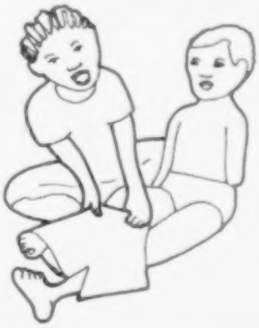
- The person may also not be able to move around. He or she may not be able to move inside the home and yard, or go to the latrine or bathing place. The person may not move around the village or travel by bus, or go by boat or on an animal.

- A person who has difficulty moving may not have had schooling as a child. He or she may not do household activities or a job, or join in family and community activities.



- If the adult you train needs to learn to do these activities, speak to your Local Supervisor about it. Your Local Supervisor will give you the Training Packages that you can use to help the person to develop these abilities.

Behaviour problems the person may have



- A person who has difficulty moving may not be able to do everything for himself or herself. The person may need to ask others for help. This makes the person dependent on others, which can make him or her sad. Or it may make the person not want to do anything, not even what he or she could do.

The person may expect extra attention from family and friends.

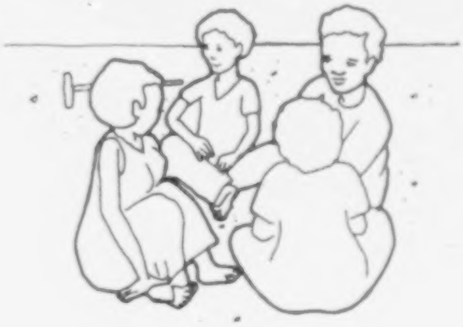
The person may think that the disability is a punishment. The person may feel inferior to other people. The person may not believe in himself or herself.

- A person who suddenly becomes disabled may not easily accept the disability and the new situation. He or she is no longer able to do the things he or she likes and is unhappy.

- A person who has difficulty moving may have sexual problems. This may change his or her behaviour.

- If the person you train has any behaviour problems, you should remember that they may be caused by the disability. Other family members need to understand this too.

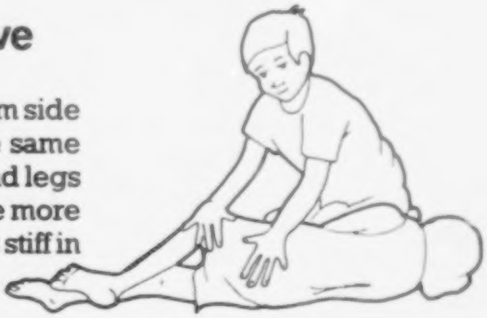
- Talk with the person about such problems. Help the person to accept the disability. Tell the person that he or she is not being punished. Help the person to believe in himself or herself by training him or her to do as many activities as possible. Make the person feel like an equal member of the family. Give the person love and security. Tell other family members that they should do the same.



In this way you can help the person to get over his or her behaviour problems. If he or she still has problems after this, talk to your Local Supervisor about them.

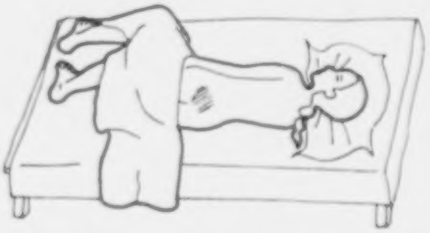
Other problems the person may have

- The person may not be able to sit up or to turn from side to side without help. If the person's body is in the same position for a long time without moving, the arms and legs may become stiff and deformed. The person will be more disabled if he or she loses movement and becomes stiff in the arms or legs.



Help the person to prevent stiffness and deformity by changing his or her position and by moving the arms and legs often. Speak to your Local Supervisor about this. Your Local Supervisor will give you a Training Package which will show you how to prevent stiffness and deformity of the person's arms and legs.

■ The person may not have feeling in parts of his or her body. Because of this, these parts become injured easily and the person can get sores on the skin. This happens when the person stays in the same position for a long time.

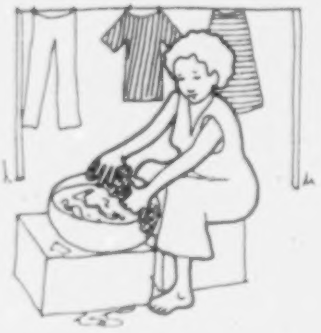


Help the person to prevent sores on the skin by changing his or her position often. Your Local Supervisor has a Training Package which you can use to prevent the person getting sores on the skin. Ask your Local Supervisor for this package.

■ If the person cannot control the passage of his or her stools and urine, speak to your Local Supervisor about it.

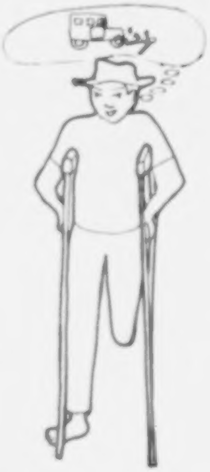
The person will be happier and healthier if the clothes he or she wears are changed and washed often. Teach the person to change and wash clothes often.

If the person cannot wash his or her own clothes then arrange for someone else in the family to help the person to do this. Helping the person keep clean and dry is very important because it will help stop diseases and sores.



■ If the person has lost an arm or leg, the person may feel as if he or she still has that part of the body. The person may also feel pain in that part of the body even though it is not there.

If the person you train has these feelings, explain that they are normal.

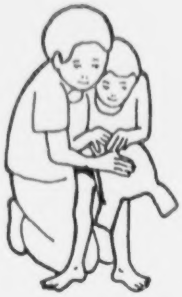


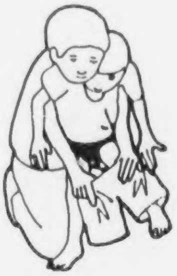
■ The person may have pains in the joints. This person may feel more pain when doing an activity. If the person feels more pain, tell the person to stop doing that activity until you speak to your Local Supervisor about it.

■ Some people who have difficulty moving should do exercises. Ask your Local Supervisor if the person you train needs exercises. Your Local Supervisor will give you a Training Package which you can use to teach the person exercises.

How to teach the person to do an activity

■ You have observed the person you train and you know what the person's abilities are. You know how much of an activity the person may be able to do alone. You also know how much he or she may not be able to do. For example, you know how much help your child needs to dress and undress.





Always encourage the person to do alone whatever he or she can do alone.

■ While you are teaching the person an activity, observe the person all the time. Always find out how much more of the activity the person can do alone without your help. Then help the person to do those parts of the activity which he or she cannot do alone.

■ Teach the person only one activity at a time. Teach a new activity only when the person has learned to do the previous activity.

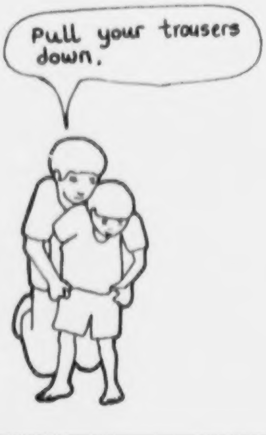
■ Begin with an activity that you think the person will learn easily.

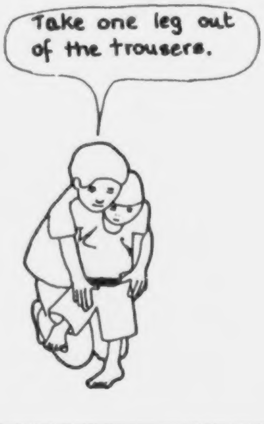
The example in the pictures shows how to teach a child to take off his trousers.

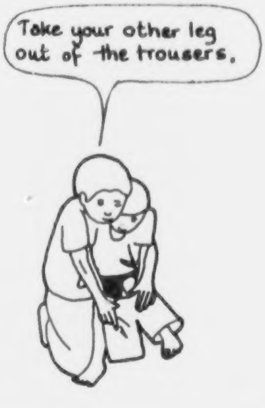
You can use the following way to teach the person any activity.

1. Think about how the person should do the activity. Explain to the person how he or she should do the activity. Also explain to the person why he or she should do the activity, and how it will help him or her.

2. Show the person how to do the activity. Show the person by doing the activity yourself. Or show the person by doing the activity with him or her.

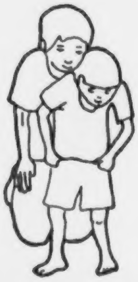

Pull your trousers down.

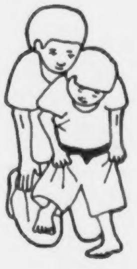

Take one leg out of the trousers.

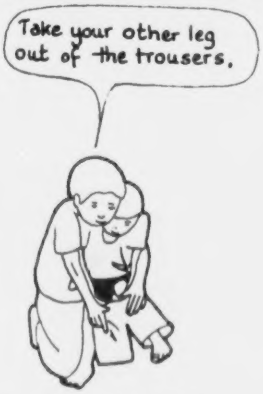

Take your other leg out of the trousers.

3. Ask the person to try to do the activity. Let the person do as much as possible without your help.

Help the person to do those parts of the activity that he or she cannot do alone. Help the person by putting your hands on the person's hands. Also tell the person what he or she should do with you when you help him or her with part of the activity.

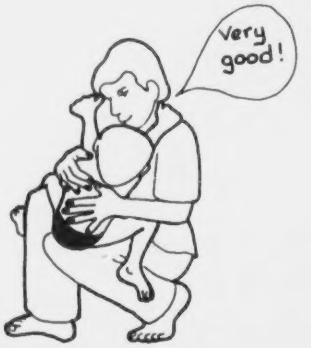





Take your other leg out of the trousers.

4. Each time the person completes the activity with you show the person that you are pleased.

When the person does a part of the activity alone that he or she could not do before, show the person that you are pleased.



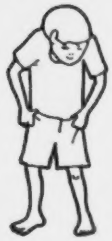
When the person does the activity well show the person that you are pleased.

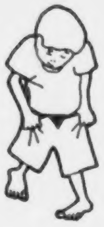
You can show the person you are pleased by smiling, patting, and hugging him or her. You can tell the person he or she has done well. This will encourage the person to want to do more.

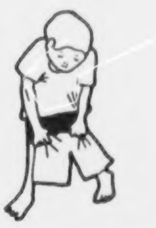
5. Do the activity with the person in the same way every time the person needs to do the activity.

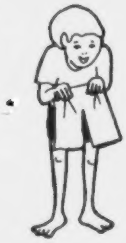
When the person learns to do more of the activity, give the person less help and less instructions. Each time ask the person to do as much as possible without your help. Put your hands on the person's hands and tell him or her what to do only when the person needs help to complete the activity.

6. Continue training the person in this way until he or she has learned to do the whole activity. This may take several weeks or months.









Other disabilities the person may have

- A person who has difficulty moving may also have other disabilities. The person you train may have fits or difficulty learning, hearing, speaking, or seeing. He or she may have no feeling in the hands or feet. If so, your Local Supervisor can give you other Training Packages to help you train the person. Speak to your Local Supervisor about this.

Medicine for the person

- If the person you train has a lot of aches and pains, ask your health worker for advice about it. Your health worker may give you some advice on some medicines.

- Help the person to learn how to take this medicine at the correct times and for the correct number of days or weeks.

- The person should continue taking the medicine until the health worker says to stop.

- Before the medicine is finished ask the health worker if more is needed. If more medicine is needed, get more before the medicine is finished. In this way you can be sure that there will always be medicine when the person needs it.

Results

After you have read this package, check your understanding by answering the following questions:

- What are the important things that you should teach a baby with difficulty moving to do?

- Why are play activities useful for a child with difficulty moving?

- Why is it important that a person with difficulty moving does not remain in the same position for a long time?

Now check back in the package to see if your answers are correct. If any answer is wrong, read the package again. Then answer the question again and check your answer. If you have any problems doing this, discuss it with your Local Supervisor.

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

TRAINING IN THE COMMUNITY FOR PEOPLE WITH DISABILITIES

9.

Training package for a family member of a person who has difficulty moving

How to prevent deformities of the person's arms and legs

What Is This Package For?

The instructions in this package will teach you to help the person who has difficulty moving to prevent stiffness in the joints of the arms and legs. Prevention of stiffness helps prevent deformity.

World Health Organization
Geneva, 1989

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9. Training package for a family member of a person who has difficulty moving

How to prevent deformities of the person's arms and legs

- The person you train may not be able to move his or her arms or legs. If a person does not bend or stretch the joints of the arms or legs, the joints become stiff. When the joints become stiff the arms or legs become deformed.

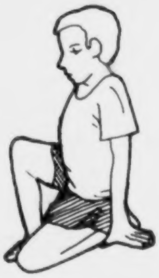
- The person may not be able to move the arms and legs for one of the following reasons:

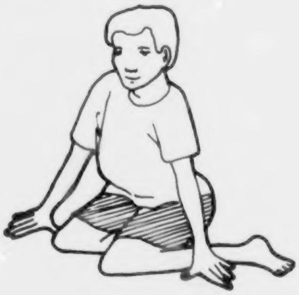
  The person has weakness in the arms, legs, or body.
  The person has stiffness in the arms, legs, or body.
  The person cannot control movement of the arms, legs, or body.

How the joints can become stiff and deformed

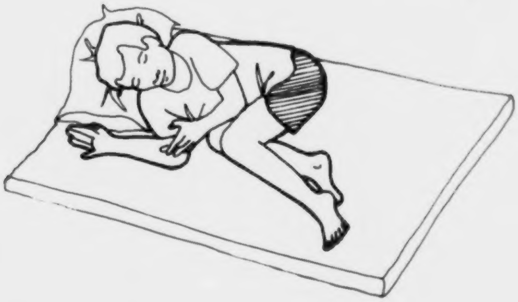
- A person who has difficulty moving the arms or the legs may let them stay in one position all the time.

- For example, a person who has difficulty straightening the knees may move around by crouching with the knees bent.



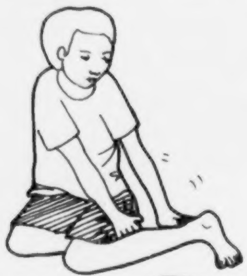


The person may always sit with the knees bent.

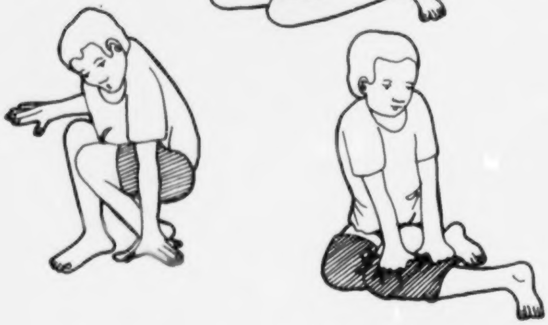


The person may also sleep with the knees bent.

After some time the person will not be able to make the knees straight. The knees will be very stiff.



The person with stiff knees has more difficulty moving around, bathing, dressing, and using the latrine.



■ If any joint of the body is kept in the same position for a long time without moving, it will become stiff and deformed.

Deformity makes it even more difficult for the person to move and to do his or her daily activities.

How to help the person prevent stiffness and deformity in the joints

■ You can help the person to prevent stiffness in his or her joints.

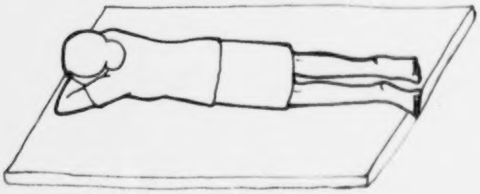
By changing the position of the arms, legs, and body.

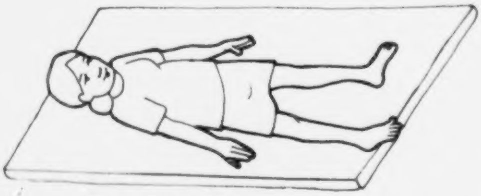
By moving the joints of the arms and legs as fully as possible several times every day.

By keeping the joints in good positions during the day and night.

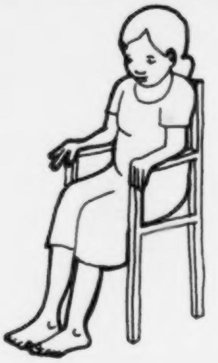
By changing the position of the arms, legs, and body

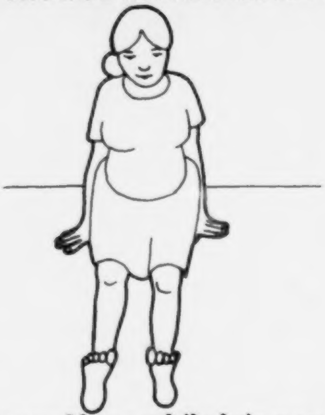
■ The person can do this by lying in different positions at different times of the day and night. The person can sometimes lie on his or her stomach and sometimes lie on his or her back.



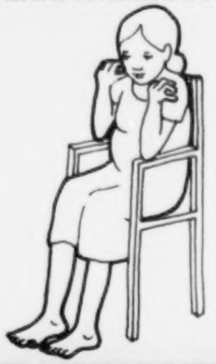


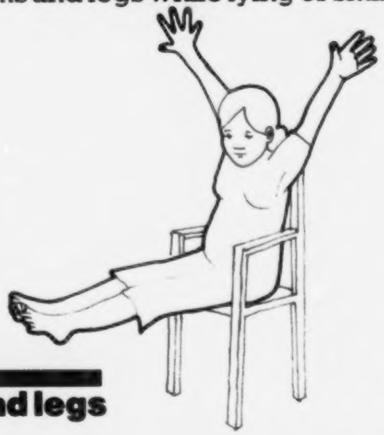
- The person can change the position of the arms, legs, and body also by sitting in different positions. The person can sometimes sit on a chair or stool with the knees bent. At other times the person can sit on the ground or on a bed with the knees straight.





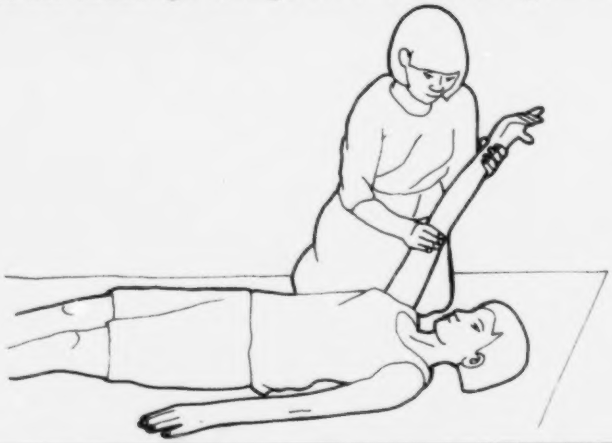
- The person should bend and straighten the arms and legs while lying or sitting.





By moving all the joints of the arms and legs

- Ask the person to move each of the joints in the arms or legs as much as possible.
- See if the person can move all the joints fully.
- The person may be able to move the joints of the arms and legs fully without your help. If so, ask your Local Supervisor for the Training Package on exercises the person can do alone.
- If the person cannot move all of the joints fully, help him or her to do so by doing exercises with the person.



How to help the person move the joints

- Explain to the person that it is important to do exercises to move all the joints every day to prevent stiffness.

- Help the person every day to move the joints he or she cannot move alone. Gently move each joint as much as possible in each direction. You can move the joints by doing Exercises 1 to 11.

- Do the exercises gently.

- Do not force the movements of the joints when doing the exercise.

- Do not cause a great deal of pain to the person.

Sometimes the person may feel a little pain when you begin the exercise, but the pain should become less, the more the exercise is done. If so, continue to do the exercise with the person.

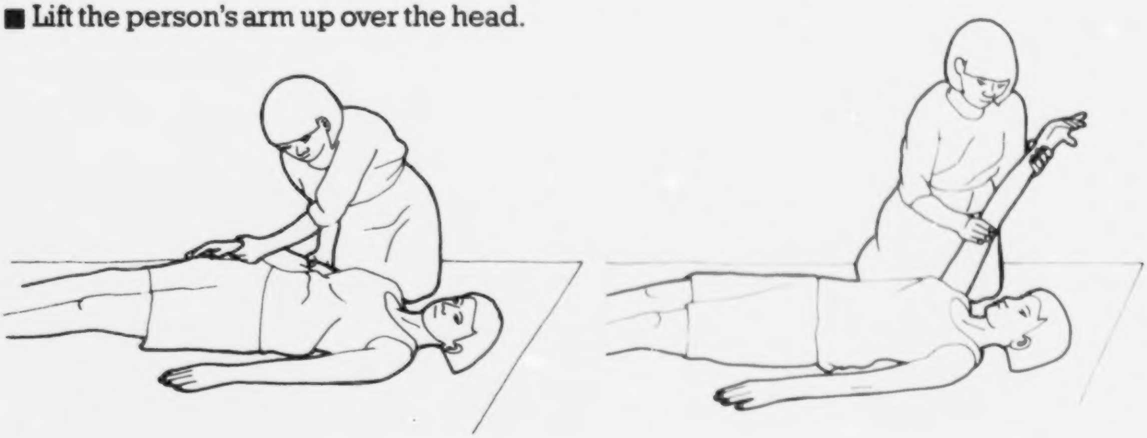
If the person feels pain when you begin an exercise, and the pain becomes more with the exercise, stop doing the exercise. Try doing another exercise with the same arm or leg.

If the person has a lot of pain with all the exercises that you do for an arm or leg stop doing the exercises. Speak to your Local Supervisor about it.

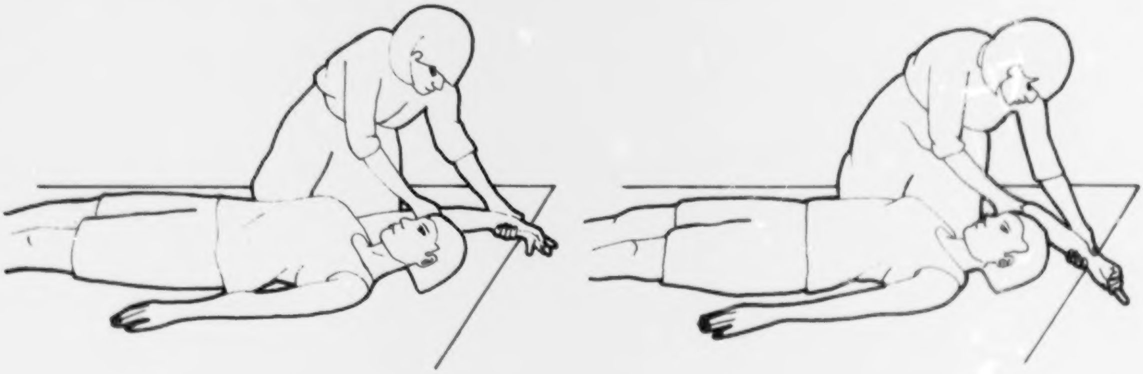
- For Exercises 1 to 10, the person should be lying on the back. For Exercise 11, the person should turn over and lie on the stomach. If the person cannot turn over alone, help the person to turn over.

Exercise 1

- Lift the person's arm up over the head.



When the arm is beside the head, the elbow can be straight or bent.

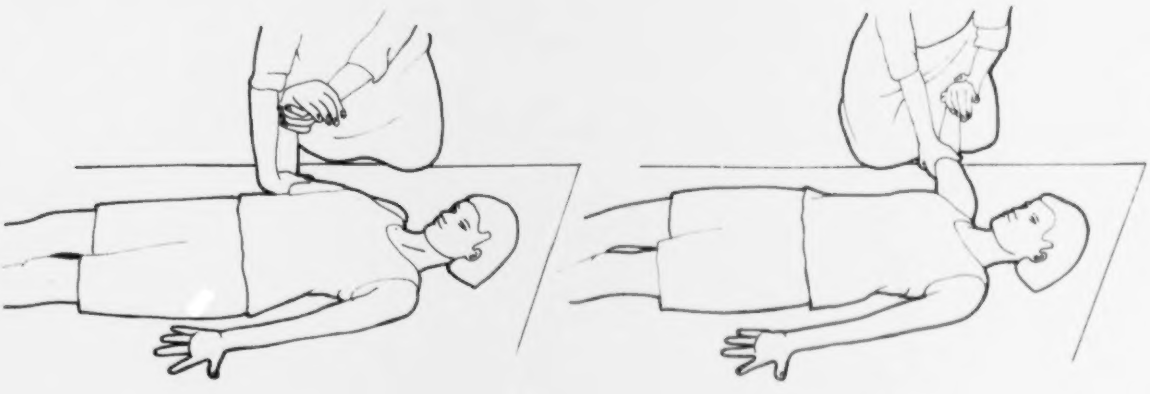


- Then bring the arm down to the side.
- Repeat this exercise 6 times.

Then do the same exercise with the other arm.

Exercise 2

- Move the person's arm out to the side.

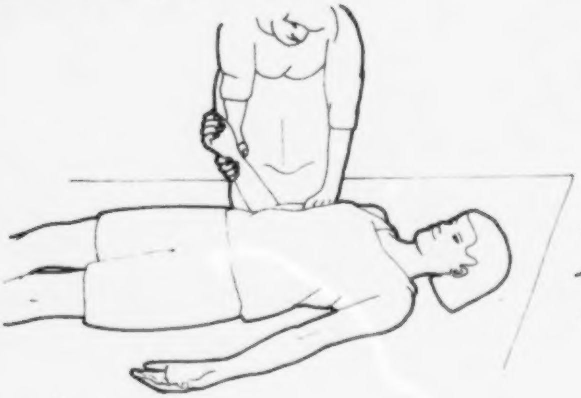


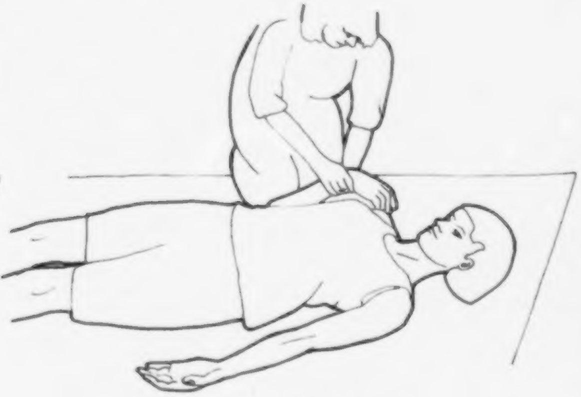
- Then bring the arm back against the body.
- Repeat this exercise 6 times.

Then do the same exercise with the other arm.

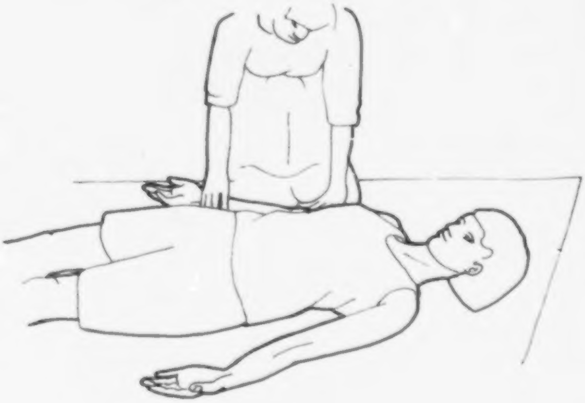
Exercise 3

- Bend the person's elbow.





- Then straighten the elbow.

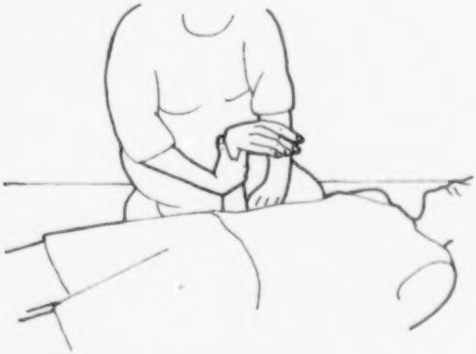


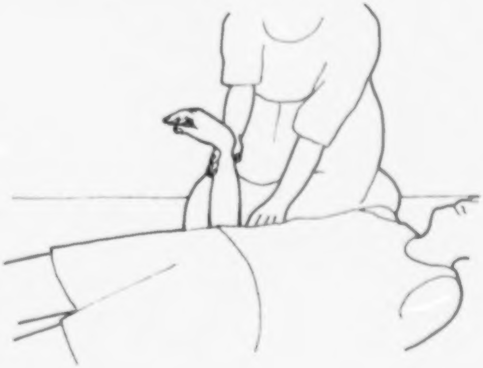
- Repeat this exercise 6 times.

Then do the same exercise with the other elbow.

Exercise 4

- Move the person's forearm so that the palm of the person's hand is turned first towards the person's face. Next turn the palm away from the person's face.



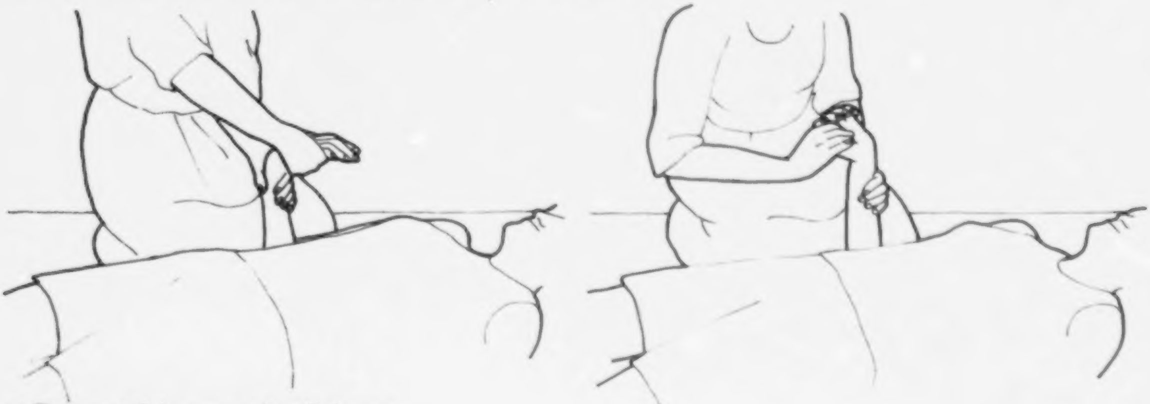


- Repeat this exercise 6 times.

Then do the same exercise with the other forearm.

Exercise 5

- Bend the person's wrist forwards and backwards.

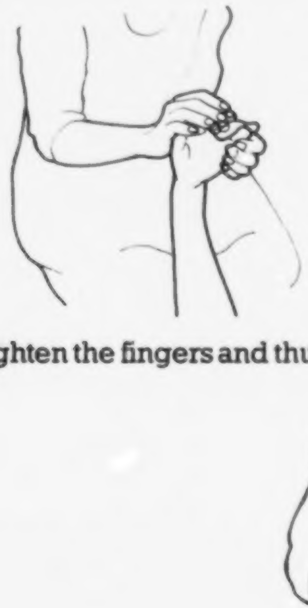


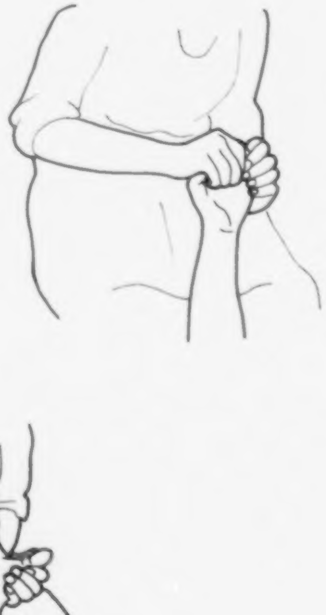
- Repeat this exercise 6 times.

Then do the same exercise with the other wrist.

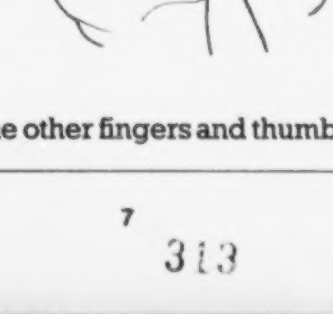
Exercise 6

- Bend the person's fingers and thumb.





- Then straighten the fingers and thumb.

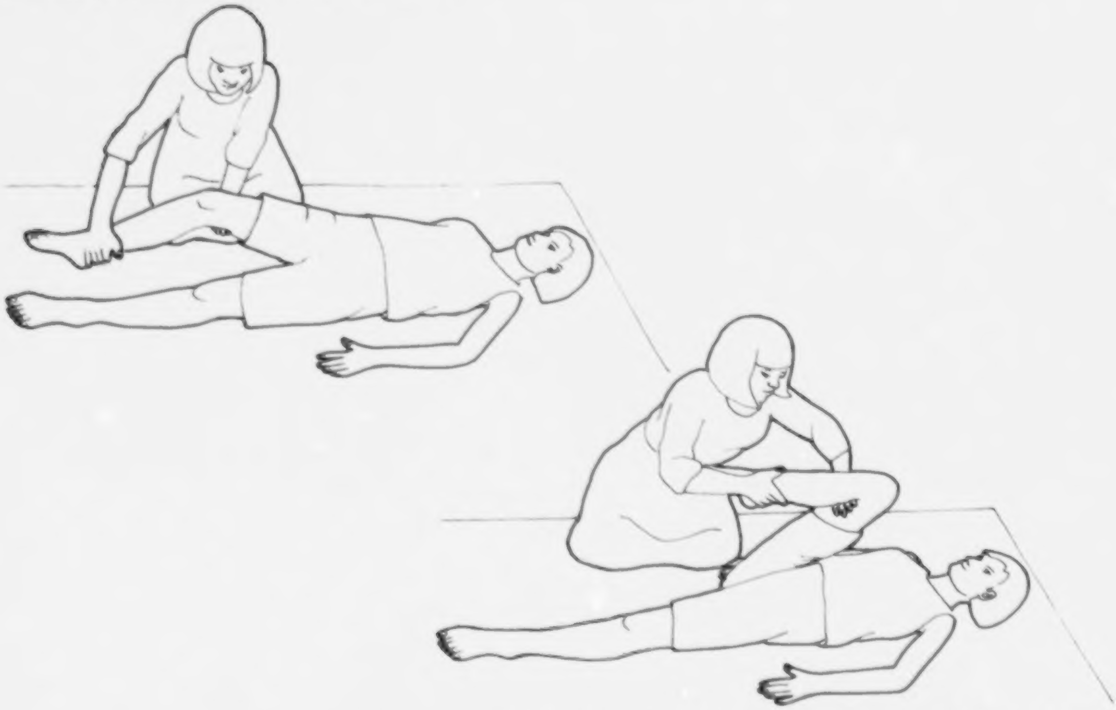


- Repeat this exercise 6 times.

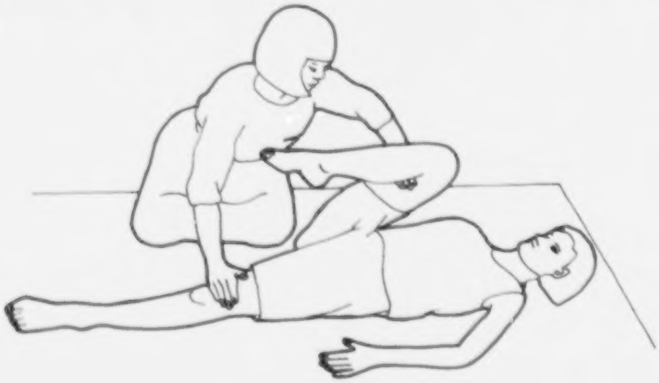
Then do the same exercise with the other fingers and thumb.

Exercise 7

- Lift the person's leg with the knee bent.



If the person's other leg does not stay on the bed, put one of your hands on the leg to hold it down. Holding the other leg down also helps to keep that leg straight.



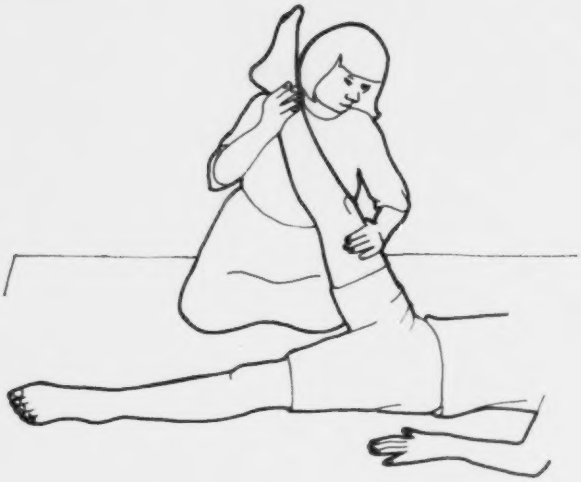
- Then straighten the leg and put it on the bed.

- Repeat this exercise 6 times.

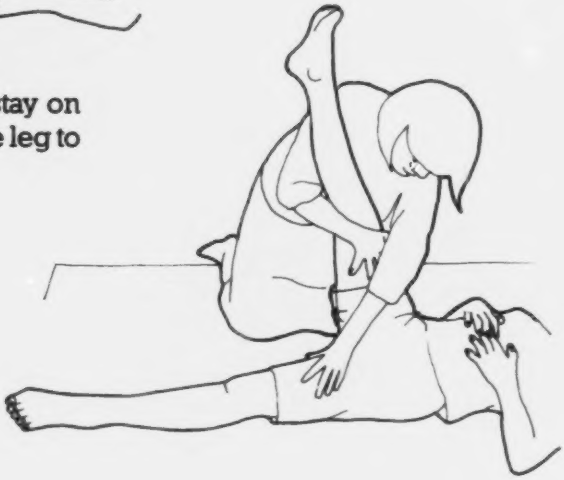
Then do the same exercise with the other leg.

Exercise 8

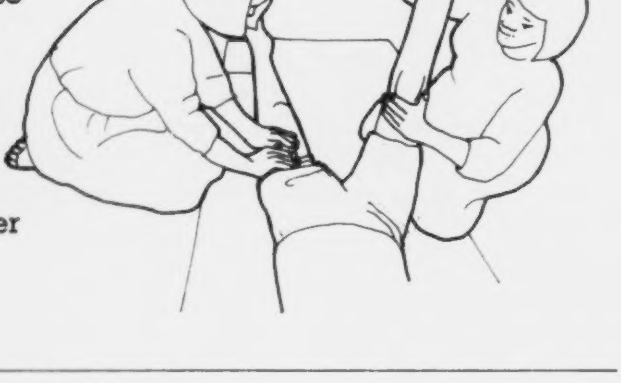
- Lift the person's leg with the knee straight.



If the person's other leg does not stay on the bed, put one of your hands on the leg to hold it down.



Or ask another person to hold the leg down. Holding the other leg down also helps to keep that leg straight.



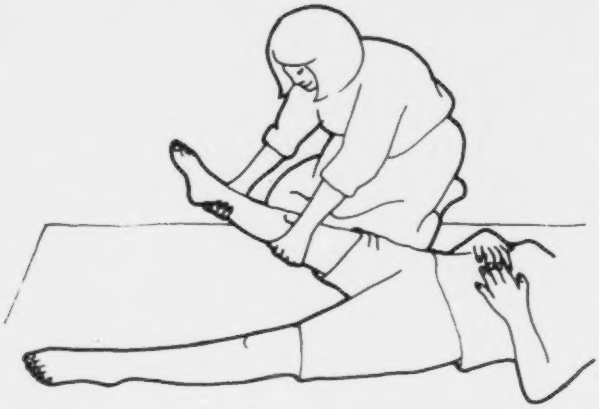
- Then bring the leg down on the bed.

- Repeat this exercise 6 times.

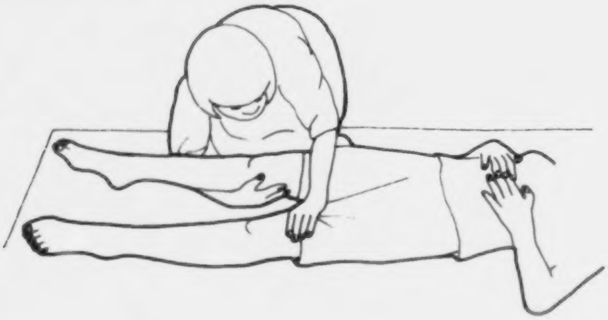
Then do the same exercise with the other leg.

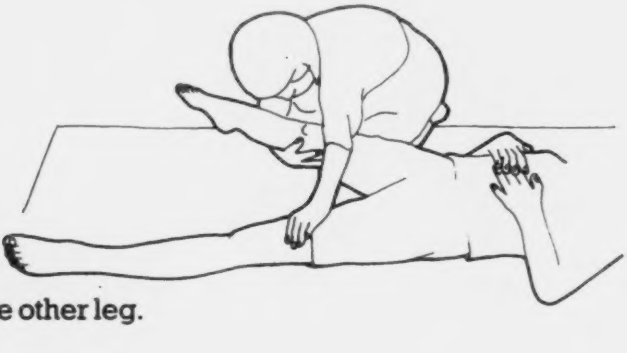
Exercise 9

- Move one leg out to the side away from the other leg. Do not raise or turn the leg.



If the person's other leg moves, put one of your hands on the leg to prevent it from moving. Preventing the other leg from moving also helps that leg.



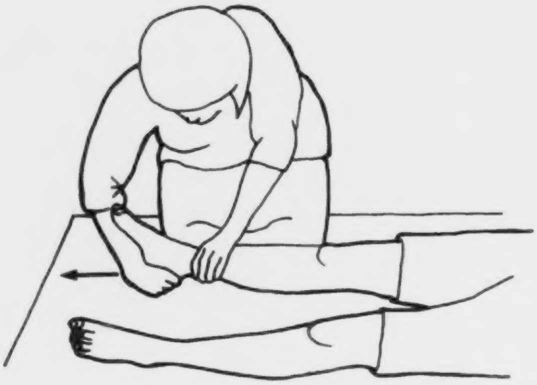


- Then bring the leg in again.
- Repeat this exercise 6 times.

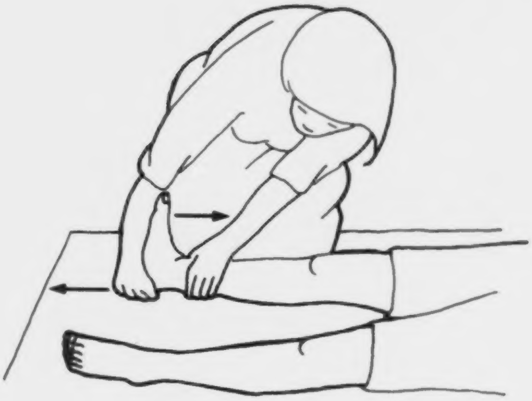
Then do the same exercise with the other leg.

Exercise 10

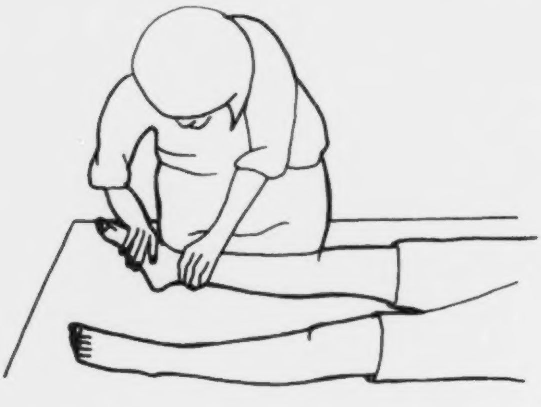
- Hold the person's foot at the back of the heel. Then pull it down.



- Then use your arm to move the front of the foot up towards the leg.



- Next put your hand on top of the person's foot and move the foot down.



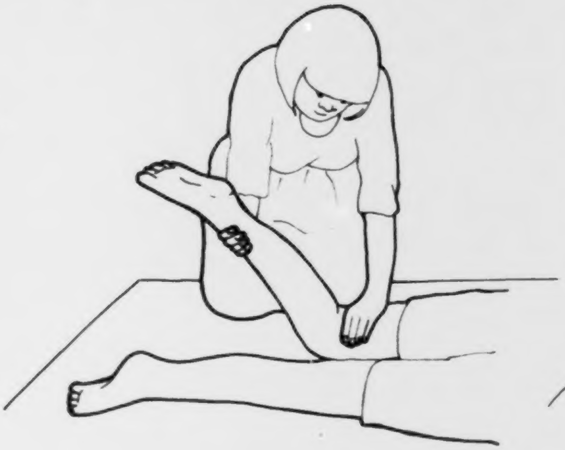
- Repeat this exercise 6 times.

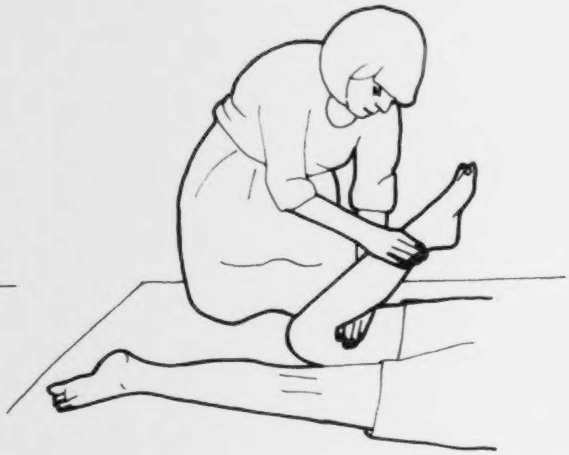
Then do the same exercise with the other foot.

Exercise 11

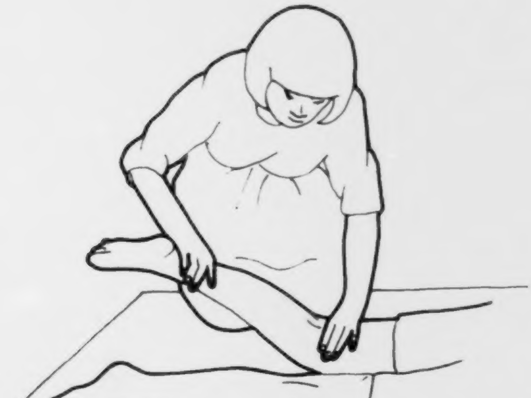
For this exercise the person should be lying on the stomach.

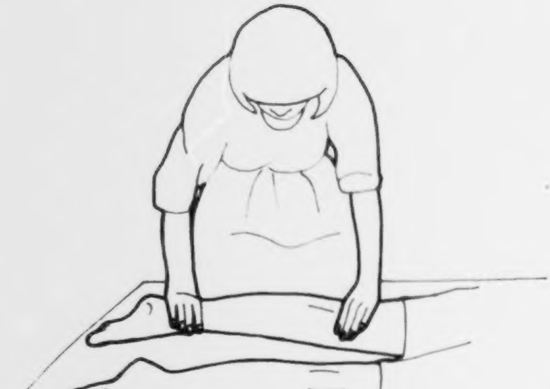
- Bend the person's knee.





- Then straighten the knee.

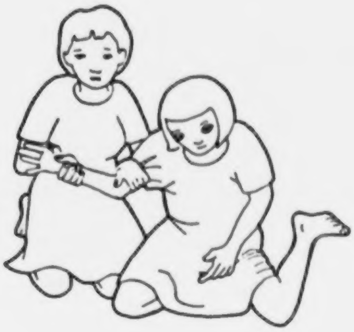




- Repeat this exercise 6 times.

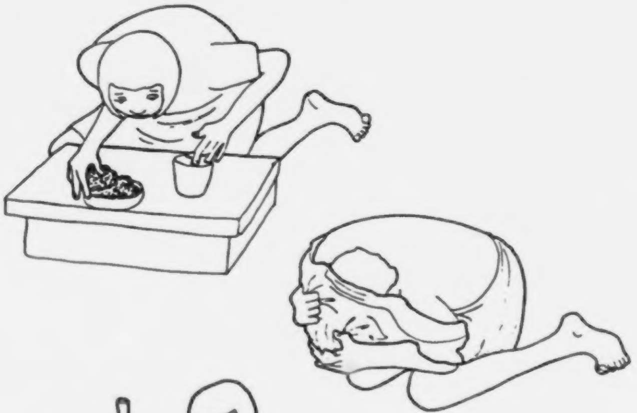
Then do the same exercise with the person's other leg.

By keeping the joints in a good position

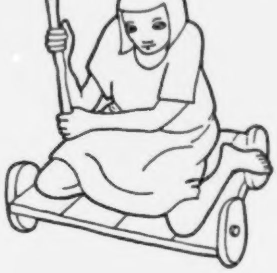


- A person who has difficulty moving may not be able to keep the arms or legs straight and in a good position.

If a person cannot keep the arms or the legs straight, the joints of the arms or legs will become stiff in the bent position.

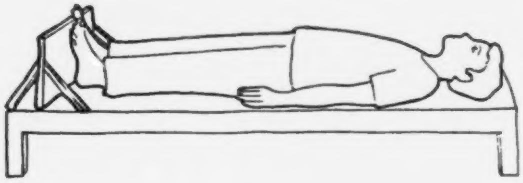


A person whose joints are stiff in the bent position will have difficulty taking care of himself or herself.



The person will also have difficulty moving around.

- Help the person to keep the joints straight and in a good position while he or she is lying on the back. Make sure that:



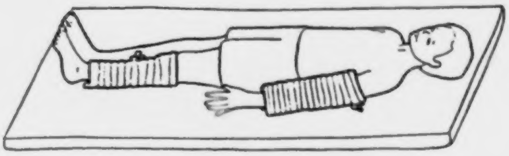
The arms are straight.

The legs are straight.

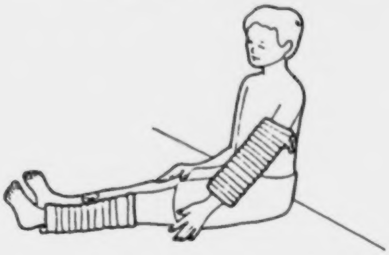
The toes and feet are pointing up.

- The person you train may not be able to keep the arms or legs straight. If so, make splints for the person to help him or her keep them straight and in a good position. If you have difficulty making the splints or putting the splints on the person, speak to your Local Supervisor about it.

The person should use the splints to keep the joints in a good position at night while he or she sleeps.



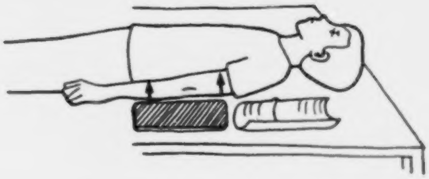
The person can also use the splints during part of the day.



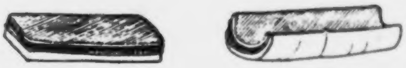
How to make splints for the arms

■ If the person's arms do not stay in a straight position, make splints to keep the arms straight.

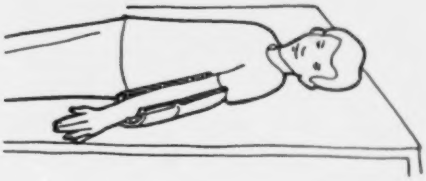
Make arm splints for an adult from wood or bamboo. The piece of wood or bamboo should be wide enough to let the person's arm rest on it comfortably.



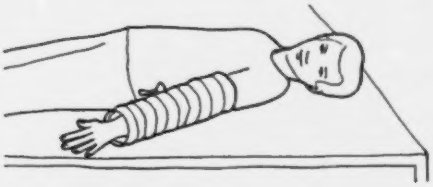
The piece should be the length of the person's arm from the middle of the upper arm to the middle of the forearm.



Put several layers of soft cloth on the wood or bamboo. The cloth should be thick enough to protect the skin.

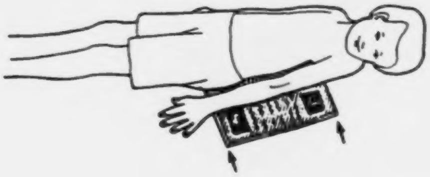


Put the person's arm on the wood or the bamboo. Then wrap a strip of cloth around the arm and the splint to keep the arm straight.

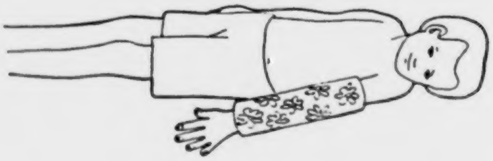


■ You can make arm splints for a child in the same way. Or you can make splints from cardboard or a thick layer of newspapers.

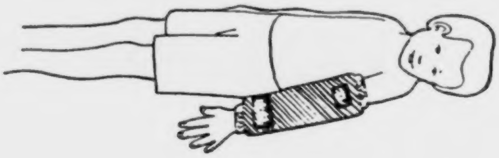
Wrap the cardboard or paper splint around the child's arm. It should be the length of the child's arm.



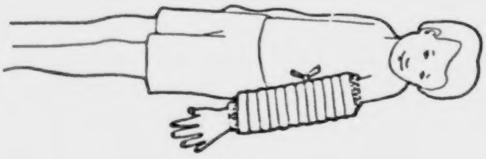
First wrap a thick cloth around the child's arm.



Then wrap the cardboard or layer of papers around the arm.



Use a strip of cloth to wrap around the child's arm and the splint to keep the splint in place.



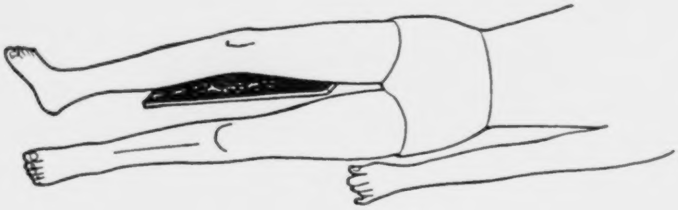
How to make splints for the knees

- If the knees do not stay in a straight position, make splints to keep them straight.

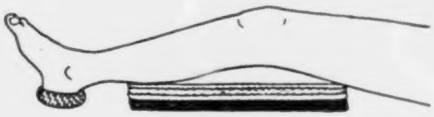
You can make knee splints for an adult from wood or bamboo.

The wood or bamboo should be wide enough to let the person's leg rest on it comfortably.

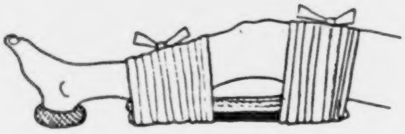
It should be the length of the person's leg from the middle of the upper leg to the middle of the lower leg.



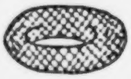
Put several layers of soft cloth on the wood or bamboo. The cloth should be thick enough to protect the skin.



Use two strips of soft cloth to wrap around the person's leg and the splint. Wrap one above the knee and the other below the knee. In this way you will not put pressure on the skin over the knee.

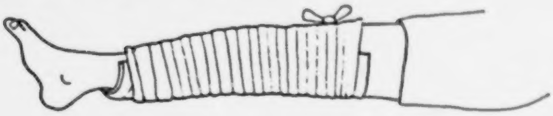


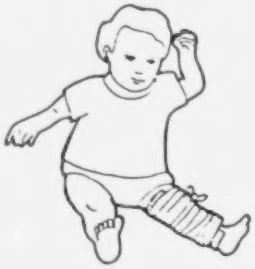
Make a small ring of soft cloth to put under the back of the foot to protect the skin.



The hole in the ring protects the back of the foot from pressure.

■ You can make knee splints for a child in the same way. Or you can make splints from cardboard or a thick layer of papers.

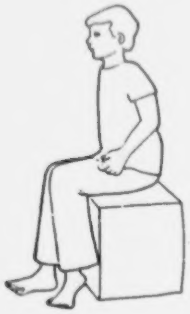


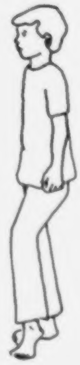


For a small child you can make a knee splint from cardboard or paper. Make it in the same way you make an arm splint of cardboard or thick layers of paper.

How to make a splint to keep the foot in a good position

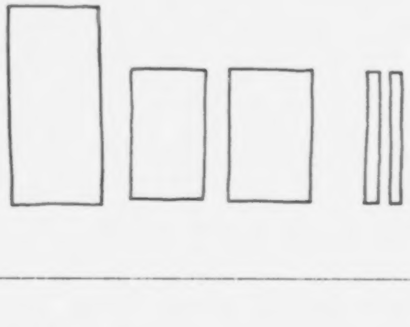
■ If the person is not able to move his or her feet up and down, the feet will begin to point down all the time. Then it will be difficult for the person to sit or to stand with the feet flat on the ground.



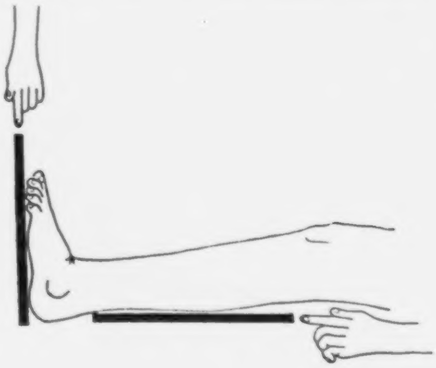


You can prevent the person's foot from pointing down all the time by putting splints on the foot.

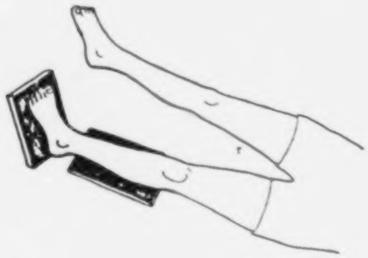
■ Make a foot splint with five pieces of wood. Three pieces are for the foot and leg support. Two pieces are needed to hold the splint together.



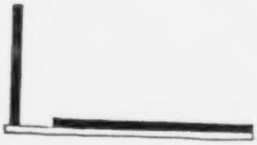
Use two pieces of wood that are as thick as your finger. One piece should be the length of the person's leg from the ankle to just below the knee. The other piece should be a little longer than the person's foot.



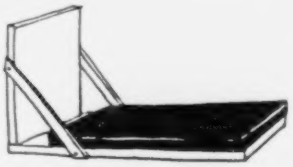
Both these pieces should be the same width. They should be wide enough for the leg and foot to rest comfortably on them.



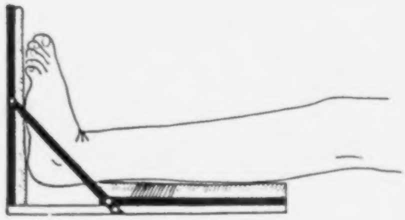
Nail the largest piece of wood under the two pieces for the leg and the foot. This makes a base for the splint.



Then nail or screw the small pieces of wood to the base, the leg piece, and the foot piece.

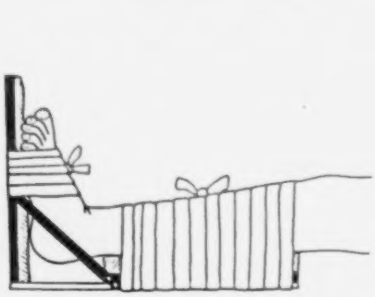


Pad the foot piece and the leg piece with soft cloth to protect the person's skin.

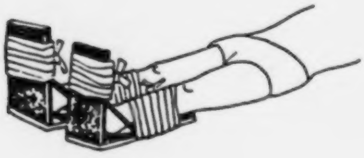


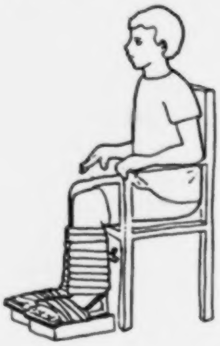
Use two strips of soft cloth to wrap around the person's leg and foot and the splint.

The back of the person's foot must not touch the board.



- This splint can be used when the person is lying down or sitting.

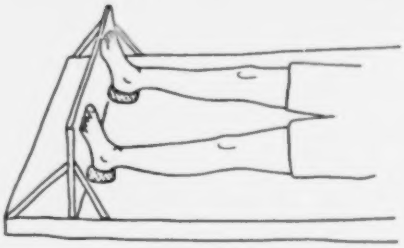




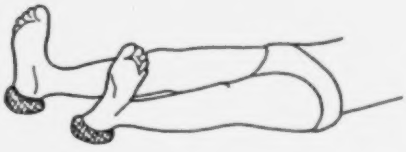
How to make a footrest for the bed

- You may be able to prevent a person's foot from pointing down in bed by putting a footrest on the bed.

You can use this type of footrest if the person is not able to move in bed. If the person moves the legs, the feet will not stay against the footrest.



Put small rings of cloth under the back of the person's feet to protect the skin.



Results

	YES	NO
1. If the person has difficulty moving, are you helping the person every day to prevent deformity by moving the joints that he or she cannot move?	☐	☐
2. If the person cannot keep the joints straight, are you helping the person to prevent deformities by putting splints on the joints?	☐	☐

If your answer to Question 1 or 2 is "No", read this package again. Then you can help the person to prevent deformities in the arms or legs.

If your answer to Questions 1 and 2 are "Yes", you and the person are doing well. Continue to do the activities you are doing.

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

TRAINING IN THE COMMUNITY FOR
PEOPLE WITH DISABILITIES

10.

Training package for a family member of a person who has difficulty moving

How to prevent sores from pressure on the skin

What Is This Package For?

The instructions in this package will teach you to help a person who has difficulty moving and cannot feel to avoid pressure on the skin. Avoiding too much pressure prevents sores on the skin. The instructions include how to lie and sit in different positions and how to move in those positions.

World Health Organization
Geneva, 1989

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10. Training package for a family member of a person who has difficulty moving

How to prevent sores from pressure on the skin

- Some people who have difficulty moving do not have feeling in some parts of their bodies. Most people who have difficulty moving and cannot feel have this problem in the lower part of the trunk and both legs. Some people may have no movement and feeling also in the upper part of the trunk, forearms, and hands.

- A person who does not have feeling on some parts of the body does not feel pressure on those parts. Because the person does not feel pressure, the person may not move the body to change the pressure on the skin. If the pressure is against the skin for some time, the person can get sores. Such sores are called pressure sores.

- The person may have difficulty moving and feeling because of one of the following reasons:

  The person was born with difficulty moving and no feeling in some parts of the body.

  The person had an injury which caused him or her to lose movement and feeling in some parts of the body.

  The person had a disease which caused him or her to lose movement and feeling in some parts of the body.

How to help the person prevent pressure sores on the skin

- Sores from pressure on the skin can occur anywhere on the body, legs, or arms. But some areas receive more pressure than others. The skin on these areas is more easily damaged. Then sores form on these areas more easily. When you read this package you will learn which areas usually receive the most pressure.

- You can help the person to prevent pressure sores on the skin:

  By looking after the skin.

  By changing the position of the body often.

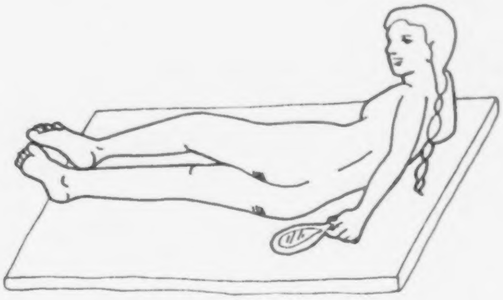
Looking after the skin

- Areas of the skin that have too much pressure look red or darker that the rest of the person's skin.

- Teach the person to look at the skin every day to see if any parts of it have become darker or red in colour.

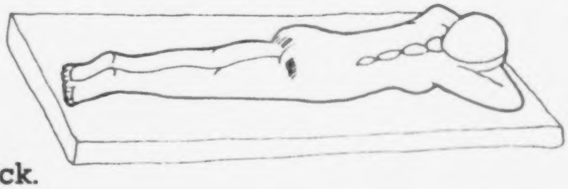
The person should look at the skin all over the body. He or she needs to use a mirror to see the skin on the lower part of the back and on the buttocks.

The person may not be able to use a mirror to look at the skin. If this is so, you should look at the person's skin every day to see if the skin has changed colour.



- The person may find an area on the skin which is red or dark. Then the person should not lie or sit in positions that will put pressure on that area.

For example, if there is a red area on the skin of the buttocks, the person should lie on the stomach or side.



The person should not sit up or lie on the back.

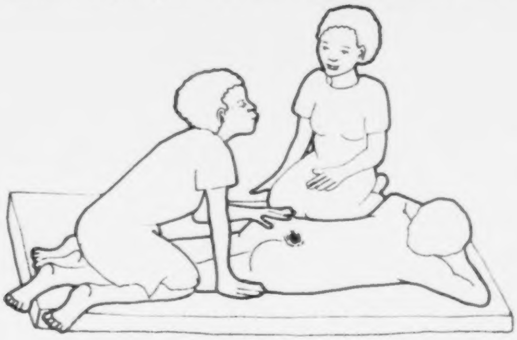
- Sometimes the red or dark area will go away in a few hours. But sometimes such an area does not go away for several days. The person must not put pressure on this area until the dark or red colour cannot be seen any more.

- If the person does not look at the skin every day, he or she may not see that the skin has changed colour. The person may then continue to sit or lie on a red or dark area. This may cause the skin to break open. This is called a pressure sore.

- The person should not sit or lie in a position that puts pressure on the sore.

- A pressure sore may go away after several weeks. But sometimes a pressure sore goes away only after several months. The person should not put pressure on the skin around the sore until the sore has healed.

- If the person has a sore on the skin, ask the health worker or the nurse to come and see the sore. Ask the health worker or the nurse for advice on how to help the sore to heal.

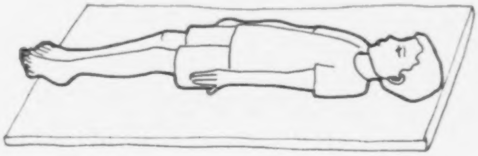


Changing positions of the body

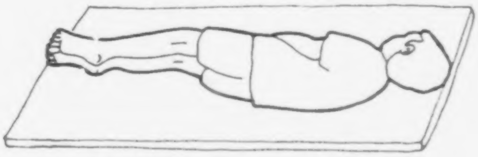
- Teach the person how to change the position of the body often. This will prevent too much pressure on the same area of skin.

In each position, the person must protect the skin from pressure against a hard surface by using a thick cushion or mattress. Make a thick cushion for sitting and a thick mattress for lying down from grass, straw, cotton, or wool.

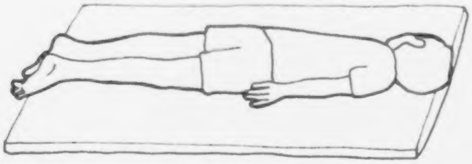
- Explain to the person that it is important to change his or her body position many times during the day. The person should lie on his or her back for some time.



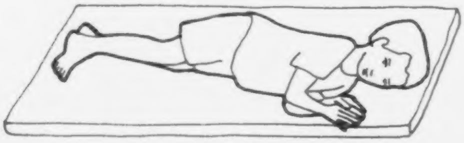
- Then the person should lie on one side.



- Next the person should lie on the stomach.



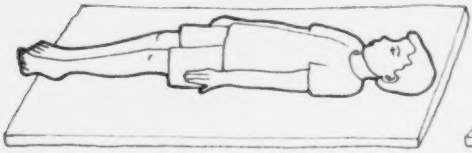
- Then the person should lie on the other side.

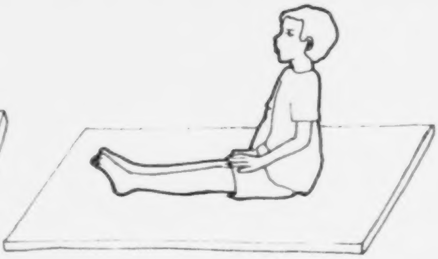


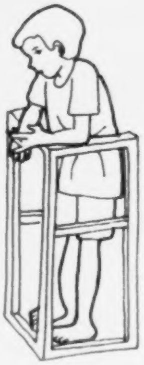
■ Teach the person to move from one position to another twice every morning, every afternoon, and every evening.

If the person gets sores easily, he or she should also change the position of the body once or twice during the night.

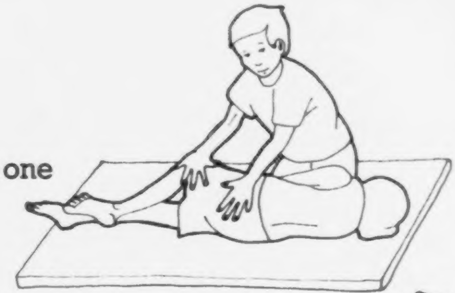
■ It is also important for the person to sit as often as he or she can. The person should not lie all through the day and night. The person should sit sometimes. Explain this to the person. Help the person to sit and to change his or her position when lying down.



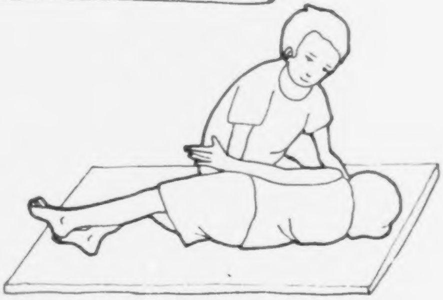




■ At first help the person to move from one position to another.

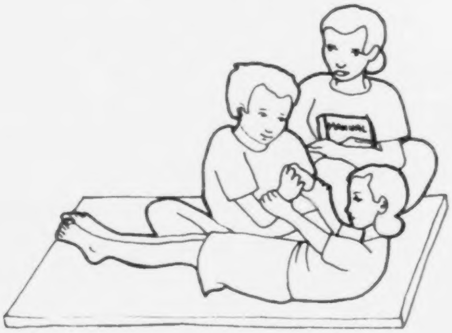


Then encourage the person to do as much of the movement as possible without your help.



■ Your Local Supervisor has a Training Package to teach the person how to move from lying down to sitting. Ask your Local Supervisor for this package if you need it.

■ Some people who have difficulty moving will always need help to change the position of the body. If the person always needs help, make sure the person can always get the help he or she needs.



- Teach the person to move the body while he or she is in one position. Small movements of the body will change the pressure on the person's skin.

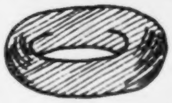
The person should make small movements of the body many times while he or she is in one position.

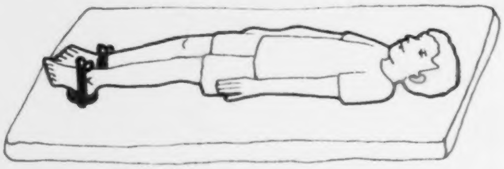
How the person should lie on the back

- When a person lies on the back, the areas with most pressure are the lower part of the back and the heels.

The person should lie on cushions or a mattress to protect the skin on the back and the heels.

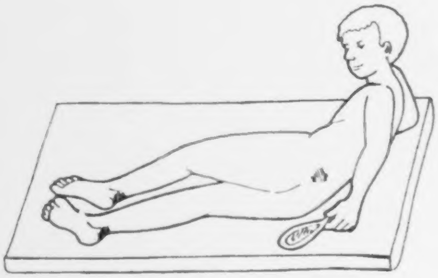
- Make two small rings of soft cloth to put under the person's heels. The holes in the rings will prevent pressure on the heels. Wrap strips of cloth around the rings and the person's feet to hold the rings in place.





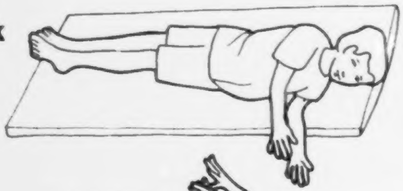
- If the person does not protect the skin when lying on the back, you will see a change in the colour of the skin. The parts of the skin on the low back and at the heel may become darker or red in colour. This shows that there has been too much pressure on the skin. A pressure sore may occur.

- If the skin changes colour, the person should lie on the stomach and on the side. This will protect the skin from any more damage. Make sure the person lies in these positions until the dark or red areas cannot be seen any more.

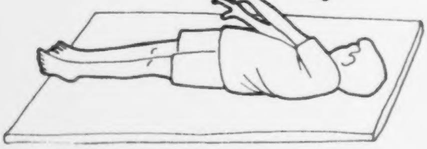


Movements the person should do while lying on the back

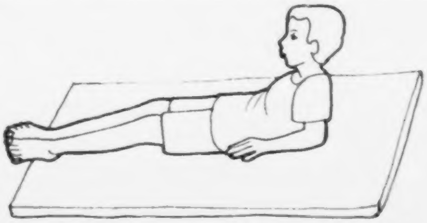
- While lying on the back, the person can roll the head and arms to one side.



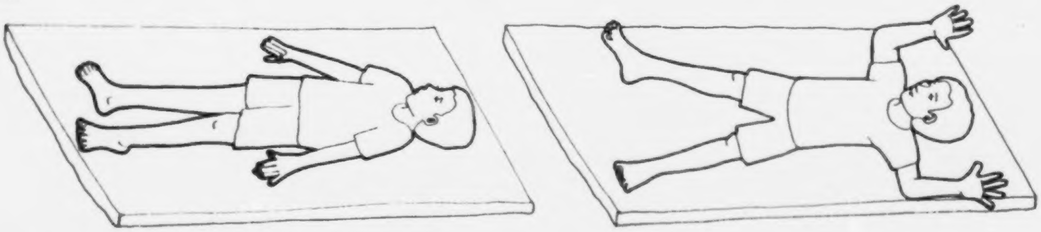
- Then the person rolls the head and arms to the other side.



- The person should try to push up on the arms to lift the body up slightly.



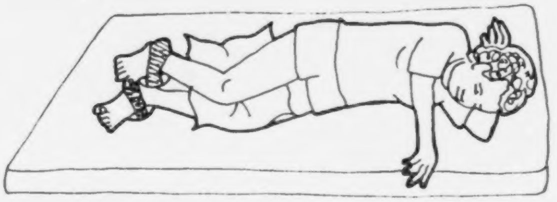
- The person should also try to change the position of the arms and legs while lying on the back.



How the person should lie on the side

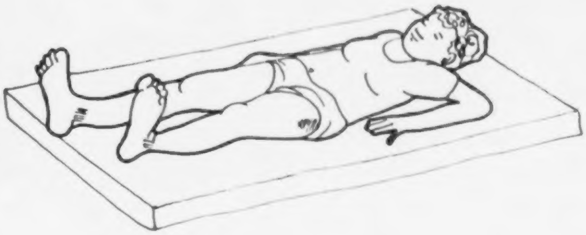
- When a person lies on the side, the area with most pressure is the side of the hip and the side of the ankles.

The person should lie on cushions or a mattress to protect the skin on the side of the hip and on the side of the ankles. Put a small cushion between the person's knees.



- Put the cloth rings that you made earlier on the side of the person's ankles. The holes in the rings will prevent pressure on the ankle bones. Wrap strips of cloth around the rings and the person's ankles to hold the rings in place.

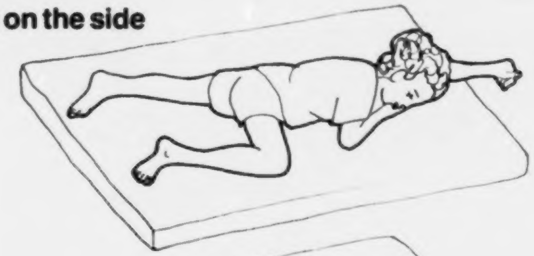
- If the person does not protect the skin when lying on the side, you will see a change in the colour of the skin. The parts of the skin on the side or the hip and the ankles may become darker or red in colour. This shows that there has been too much pressure on the skin. A pressure sore may occur.



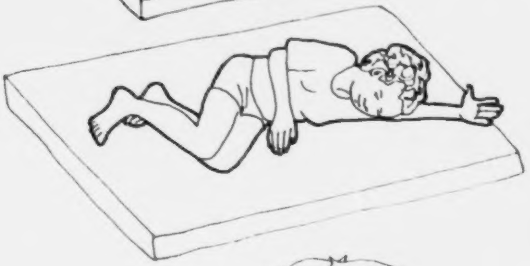
If the skin changes colour, the person should sit or lie on the back, the stomach, or on the other side. This will protect the skin from more damage. Make sure the person lies in these positions until the dark or red areas cannot be seen any more.

Movements the person should do while lying on the side

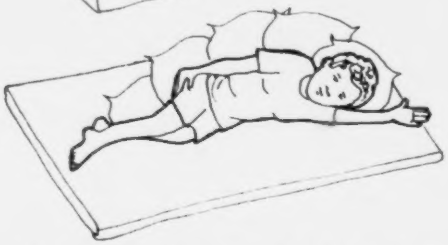
- While lying on the side, the person can first roll slightly forward.



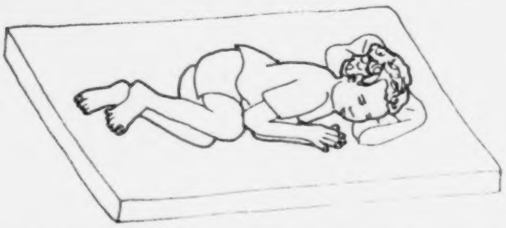
Then the person rolls slightly backward.

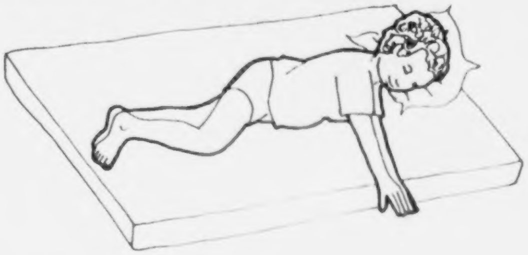


- Put cushions behind the person. Then he or she can roll from his or her side back against the cushions.



- The person should also try to change the position of the legs and arms while lying on the side. Teach the person to bend and stretch the arms and legs if he or she can.



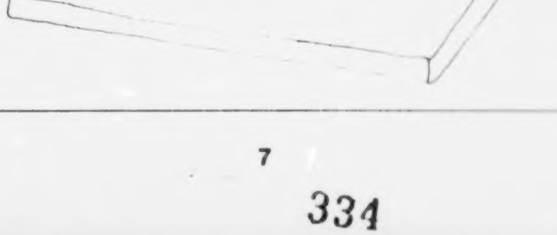


How the person should lie on the stomach

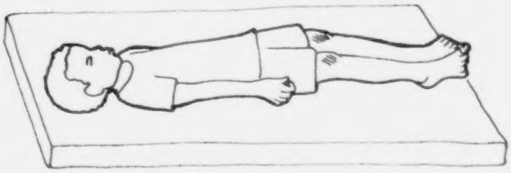
- When a person lies on the stomach, the area with most pressure is the front of the knees.

The person should lie on cushions or a mattress to protect the skin on the front of the knees.

- Put a small roll of cloth just above the person's knees to protect the knees.



- If the person does not protect the skin when lying on the stomach, you will see a change in the colour of the skin. The parts of the skin on the front of the knees may become darker or red in colour. This shows that there has been too much pressure on the skin. A pressure sore may occur.

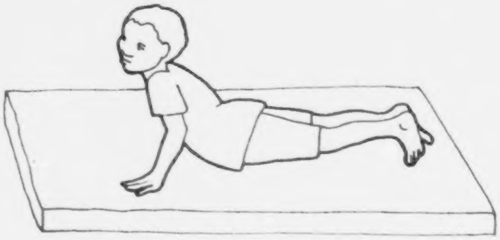


If the skin changes colour, the person must sit or lie on the back or on the side. This will protect the skin from any more damage. Make sure the person lies in these positions until the dark or red areas cannot be seen any more.

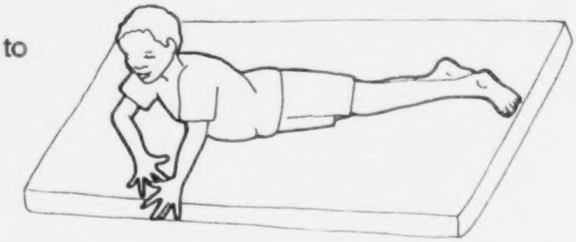
Movements the person should do while lying on the stomach

- While lying on the stomach the person should try to push up on the arms to lift the body up slightly.

Then the person should lie down again.



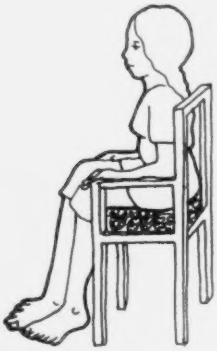
The person should also try to roll slightly to one side, and then to the other side.



How the person should sit

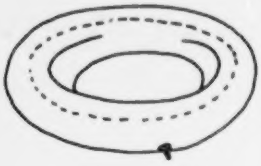
- When a person sits the area with most pressure is the buttocks.

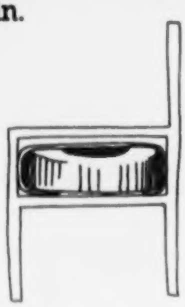
The person should sit on a cushion to protect the skin on the buttocks.

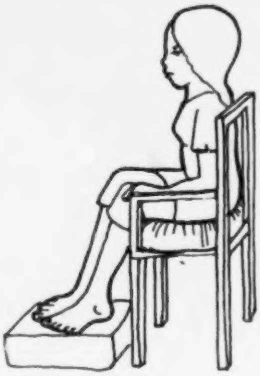


- The skin on the person's buttocks may become darker or red in colour after sitting. If so, the person should sit on a cushion filled with air.

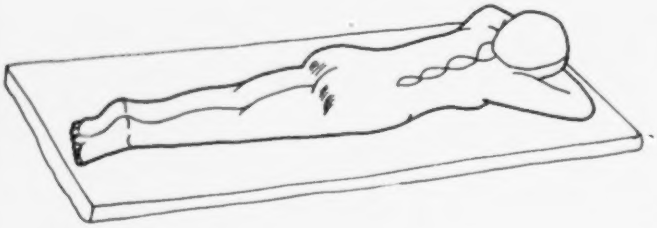
A small inner tube from a tire can be used as a cushion. Fill the tube with air. Put a cloth over the tube so the person does not sit on the rubber. The rubber could become hot from the sun and damage the person's skin.







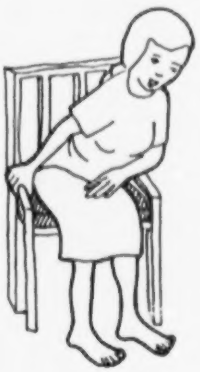
- If the person does not protect the skin when sitting, you will see a change in the colour of the skin. Some areas of the skin on the buttocks may become darker or red in colour. This shows that there has been too much pressure on the skin. A pressure sore may occur.



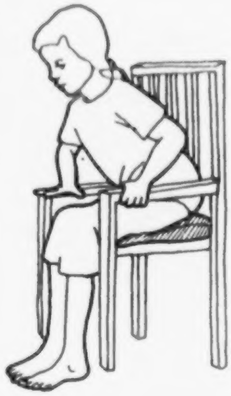
If the skin changes colour the person must lie on the stomach or on the side to protect the skin from any more damage. Make sure the person lies in these positions until the dark or red areas cannot be seen any more.

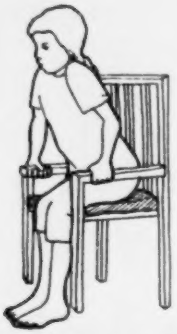
Movements the person should do while sitting

- While sitting the person should lean from side to side.

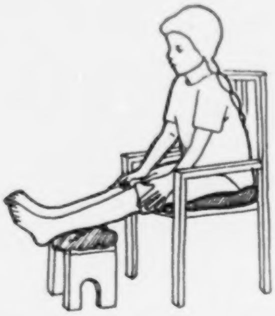


- The person should also move forwards and backwards.





■ The person should try to push up with the arms to lift the buttocks off the chair.



■ The person should change the position of the legs and arms while sitting.

Results

	YES	NO
1. If the person has difficulty feeling, have you trained the person to take care of the skin and to prevent pressure sores?	☐	☐
2. If you have trained the person, what is the person doing to prevent pressure sores?		
Is the person changing the position of the body often?	☐	☐
Is the person protecting the skin when he or she lies on the back?	☐	☐
Is the person protecting the skin when he or she lies on the side?	☐	☐
Is the person protecting the skin when he or she lies on the stomach?	☐	☐
Is the person protecting the skin when he or she sits?	☐	☐
Is the person looking at the skin each day to see if there are pressure areas?	☐	☐
If the person sees pressure areas on the skin, does he or she keep pressure off those areas until the redness has gone?	☐	☐

If your answer to Question 1 is "yes", but some or all of your anwers to Question 2 are "no", read this package again. Then train the person to do all of the activities to protect the skin.

If all your answers to Questions 1 and 2 are "yes", you and the person have done well. Continue to do the activities you are doing.

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

TRAINING IN THE COMMUNITY FOR
PEOPLE WITH DISABILITIES

11.

Training package for a family member of a person who has difficulty moving

How to train the person to turn over and to sit

What Is This Package For?

The instructions in this package will help you to train the person who has difficulty moving. The training includes how to turn over while lying down, to sit up from lying down, and to sit alone.

World Health Organization
Genova, 1989

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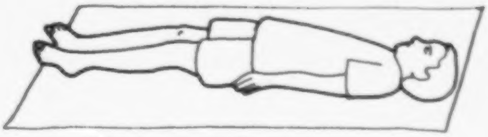
11. Training package for a family member of a person who has difficulty moving

How to train the person to turn over and to sit

- The person you train may not be able to turn over while lying down, to sit up from lying down, or to sit alone for one of the following reasons:

The person has never learned how to do it.



The person has forgotten how to do it.

The person cannot do these things because of weakness or stiffness in the body, legs, and arms.

The person cannot control the movements of the body, legs, or arms.

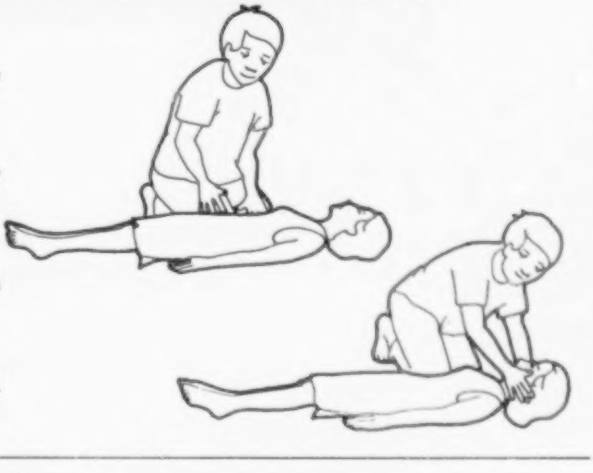
Activities that the person needs to be able to do

- The person needs to be able to do the following activities:

Turn from side to side.
Sit up from lying down.
Sit without support.

- Train the person to do whichever of these three activities he or she cannot do. First train the person to do them with your help. Then, if possible, train the person to do them without your help.

How to teach the person to turn from side to side with help



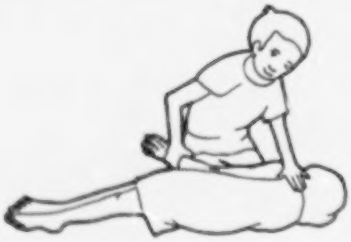
- If the person cannot turn to one side alone, help him or her to do this.

- Begin with the person lying on his or her back on the ground or on a bed.

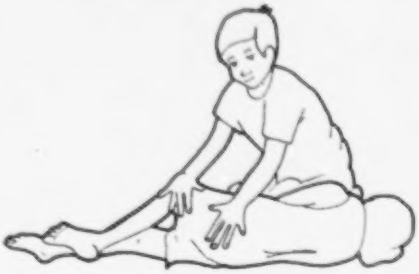
- Kneel or sit on the side towards which the person is going to turn.

- Help the person turn his or her head and look at you.

- Now help the person to move the arm of the opposite side and upper part of the body towards you.

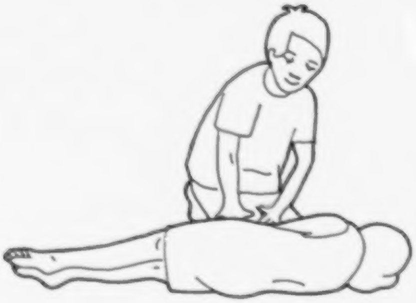


- Then help the person to move the leg and the lower part of the body towards you.



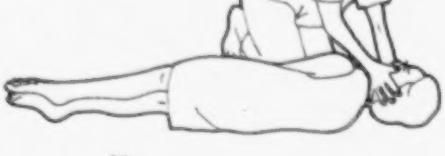
- The person will now be lying on his or her side.

If the person cannot stay lying on his or her side without help, place pillows behind the person's body to support him or her.

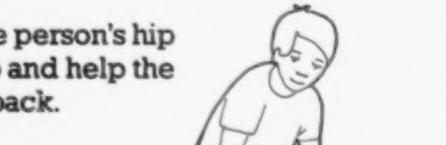


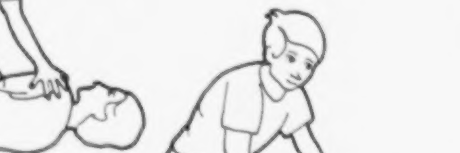
- To help the person turn on to the back again, you should do the following:

- First help the person to turn the head to look up.



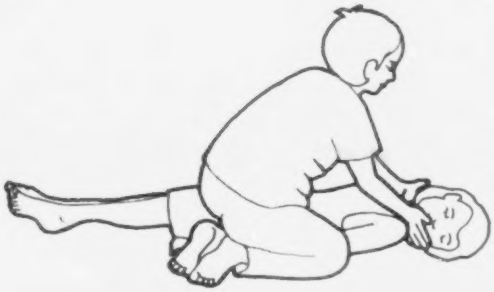
- Now put your hands on the person's hip and shoulder that are on top and help the person to roll over on to the back.





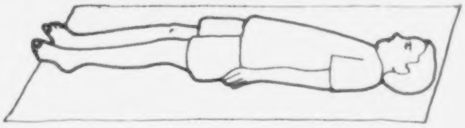
- Help the person to turn on to the other side. Do this in the way described above.
- Repeat this activity every day.

Ask the person to do as much as he or she can do without your help. Give the person less help each time. This way, you may be able to train the person to turn from side to side without help.

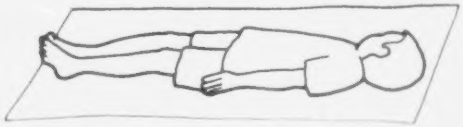


How to teach the person to turn from side to side without help

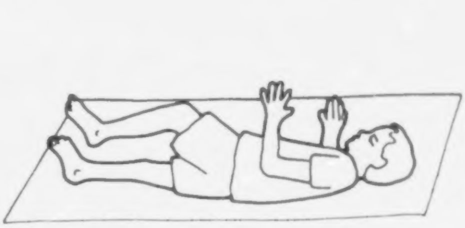
- Begin with the person lying on his or her back on the ground or on a bed.



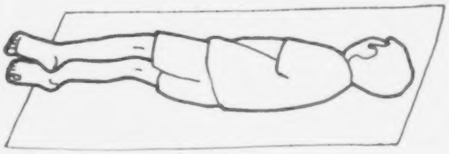
- First teach the person to turn to one side in the following way:
- Turn the head to the side to which he or she is going to turn.



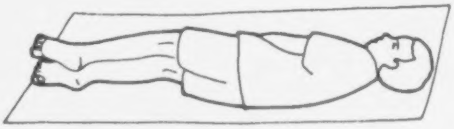
- Cross the opposite arm and leg to the side he or she is going to turn.



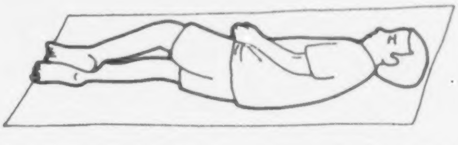
- Roll over on to his or her side.



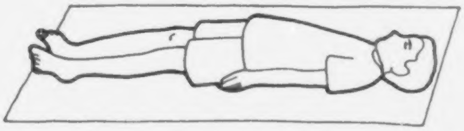
- Next teach the person to turn to lie again on the back in the following way:
- Turn the head to look up.



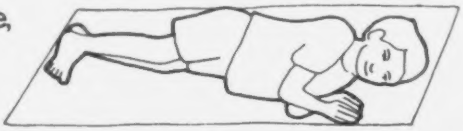
- Move back the arm and leg that are on top.



- Roll to lie on the back.



- Teach the person to turn to the other side, the same way.



- Repeat this many times until the person can turn from side to side easily.

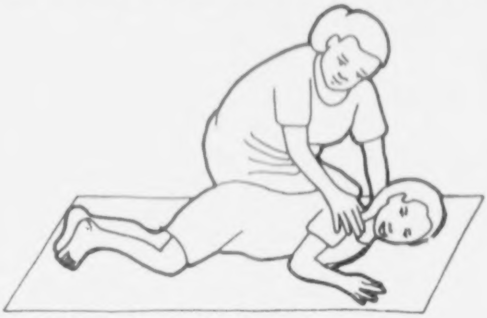
How to teach the person to sit up from lying down with help

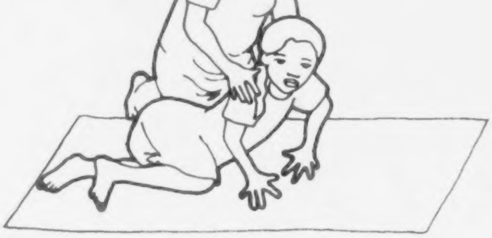
- If the person cannot sit up from lying down without help, try different ways to help the person. Tell the person to try the following different ways to find out which one is easiest.

First way

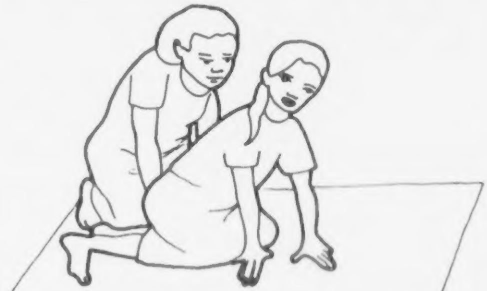
- Begin with the person lying on his or her side.

Kneel behind the person and place your hands on his or her shoulders.





- Ask the person to push up on his or her hands. Help the person push up on the hands by lifting his or her shoulders.



- Ask the person to try to sit up by supporting himself or herself on his or her hands.

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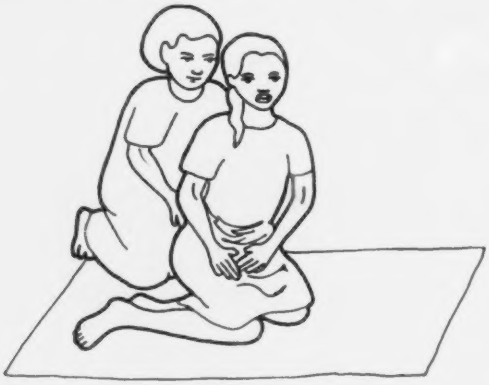
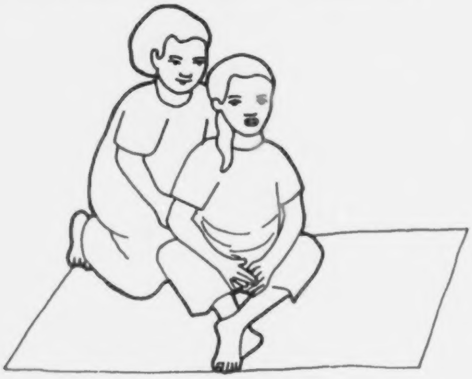
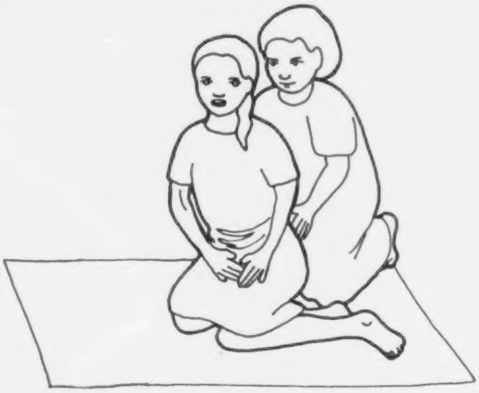
- Then ask the person to try to sit without supporting himself or herself on the hands.



- If the person cannot sit in this way, help him or her to move the legs forward.



- Train the person to turn to the other side and to sit up the same way.

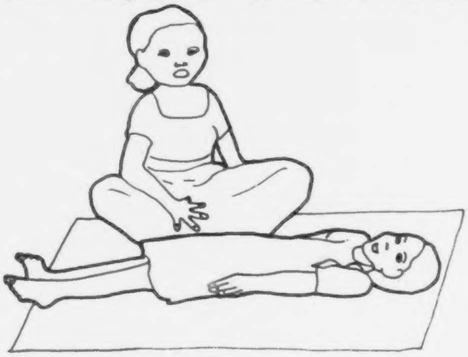


Second way

- If the person cannot sit up from lying on the side, train the person to get up from lying on his or her back.

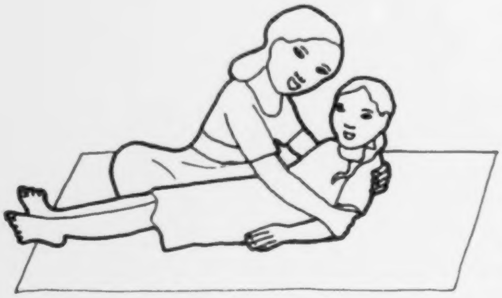
- Begin with the person lying on his or her back on the ground or on a bed.

- Kneel or sit beside the person.

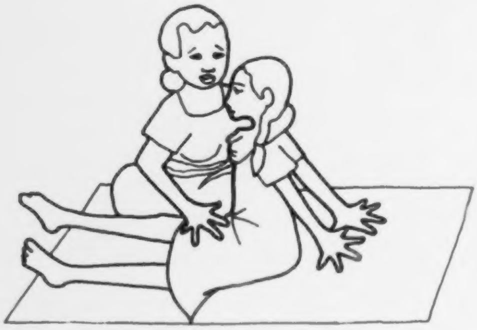


■ Place one arm behind the person's shoulder and hold the person with your other arm.

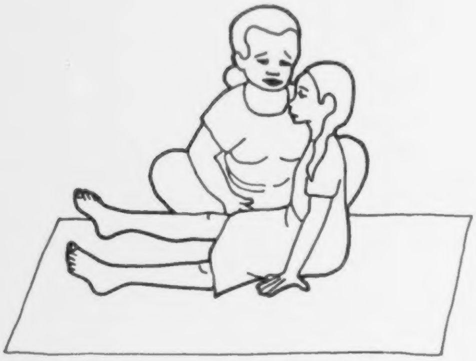
■ Now holding and supporting the person behind the shoulders help him or her to lift the head and shoulders up. Help the person to move the arms and support himself or herself on the elbows.



■ Then help the person to straighten the arms and to support himself or herself on the hands.



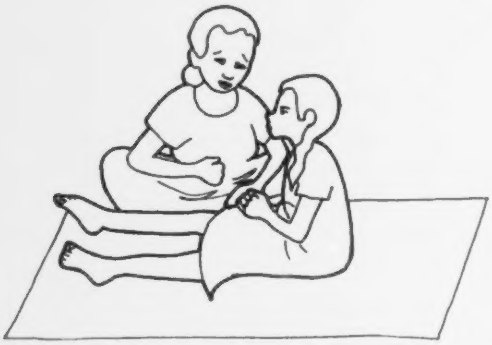
■ Next help the person to lean forward and to move his or her hands forward. Now help the person to sit supporting himself or herself on the hands in this position.



■ Then ask the person to move his or her hands on to the lap.

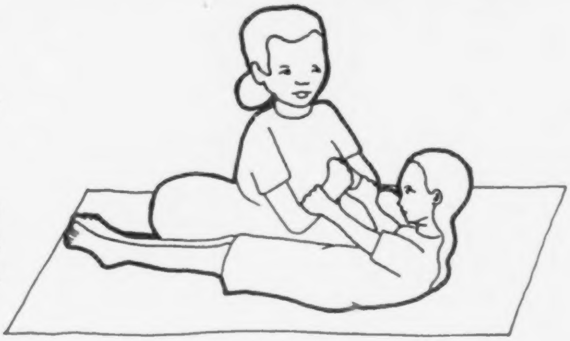
The person will now be sitting without the support of his or her hands.

■ Repeat this many times. Give the person less help each time until he or she can sit like this without your support.



Third way

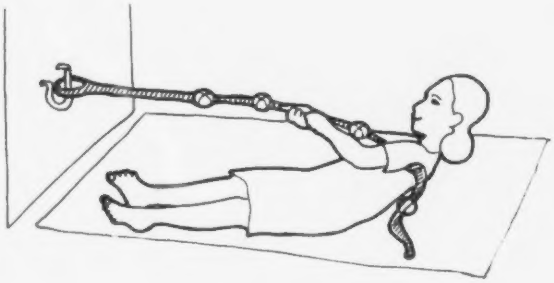
- If the person cannot sit up in the ways described, try another way to help the person to sit up from lying down.



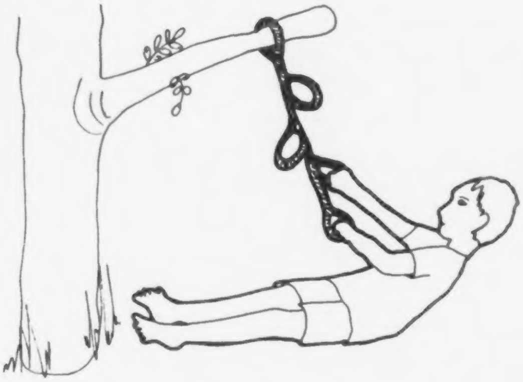
- Begin with the person lying on his or her back on the ground or on a bed.
- Clasp your hands together. Ask the person to hold your clasped hands. The person pulls on your clasped hands and pulls himself or herself into sitting.

Fourth way

- If the person is able to sit up by pulling on your hands, you can fix up a rope for him or her to use. Then the person can sit up by himself or herself by pulling on the rope.

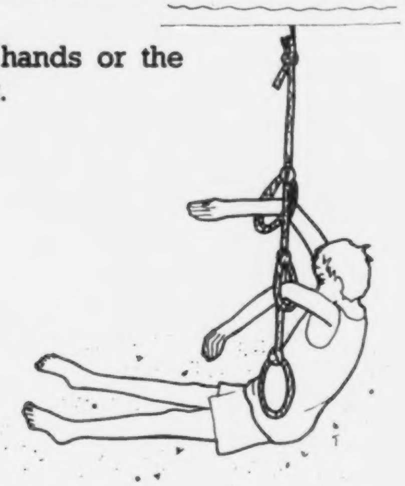


- Fix a rope to the wall or to a tree in front of the place where the person lies down. Make knots in the rope. Teach the person to pull himself or herself up into sitting by pulling on the rope. The knots will make it easier for the person to hold the rope.

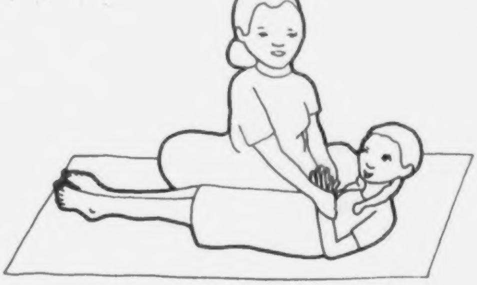


- Or fix the rope firmly to the roof or to a tree above the place where the person lies down. Make loops in the rope. Teach the person to pull himself or herself up to sitting by pulling on the rope. The loops will make it easier for the person to hold the rope.

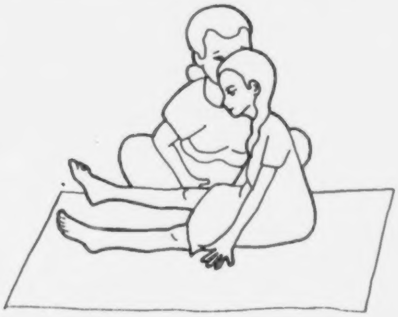
The person can use the hands or the forearms to pull up to sitting.



■ The person may not be able to pull with his or her hands. If so, the person should clasp his or her hands together. Then you pull the person up to sitting holding the person's clasped hands.



■ Then the person can try to sit leaning forward on the hands.



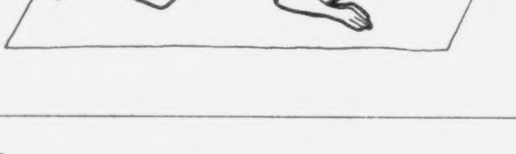
■ Help the person sit up in the different ways to find out which way is easiest.

How to teach the person to sit up from lying down without help

■ Encourage the person to sit up without your help. Tell the person to try different ways to find out which one is easiest.

First way

■ The person may be able to sit up by first turning to the side.



Tell the person to turn to one side.

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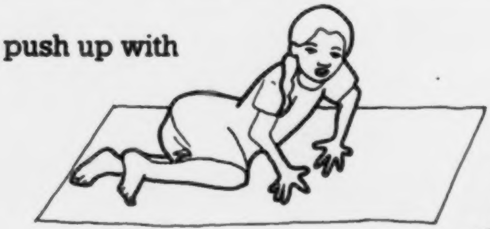
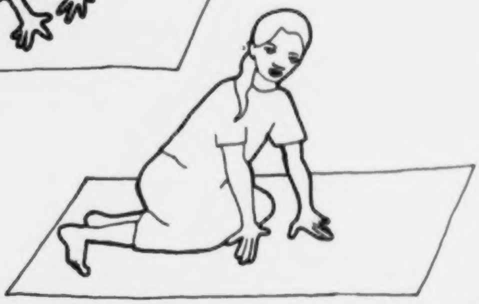
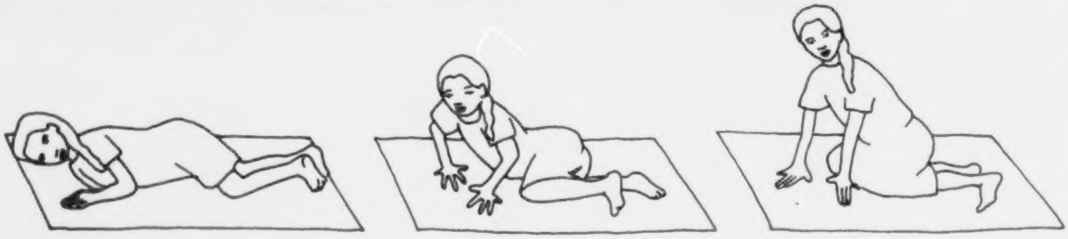
- Then teach the person to push up with his or her arms.



- Then ask the person to sit up by supporting himself or herself on the hands.

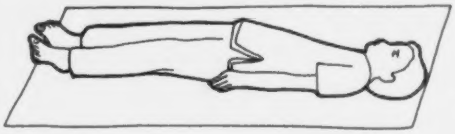


- The person can lie down and repeat the activity by starting on the other side of the body and pushing up to sitting.
- This way the person can find out which side is easier for him or her to use.

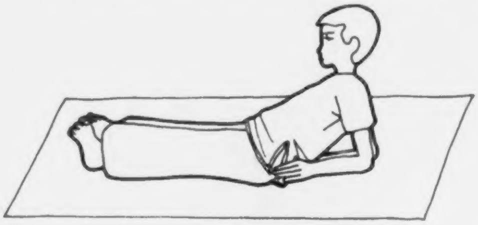


Second way

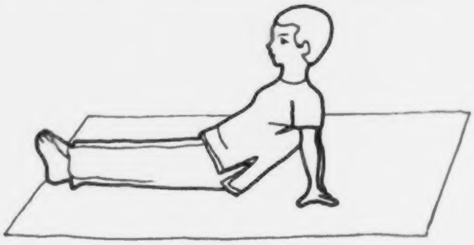
- You can also teach the person to sit up from lying on his or her back.



- Tell the person to lie on his or her back.

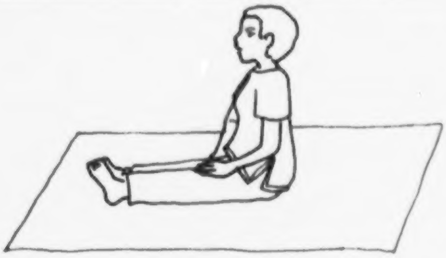


- Teach the person to push up on to the elbows.

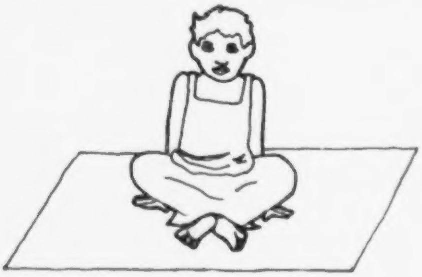


- Then ask the person to push up on to his or her hands.

■ Now ask the person to sit without supporting himself or herself on the hands.



■ If the person cannot sit with the legs straight, he or she may be able to sit with the legs bent.



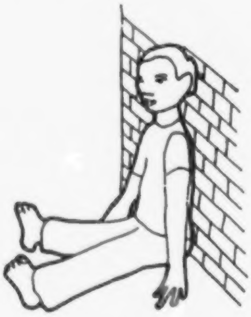
■ The person may find another easier way for sitting up. Tell the person to try and sit up in the way which is easiest for him or her.

How to help the person sit with support

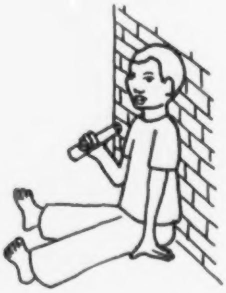
■ If the person cannot sit without support try different ways to give the person support so that he or she can sit. Tell the person to try the following different ways to find out which one is easiest.

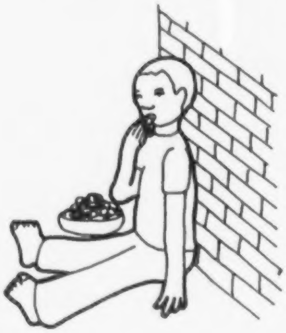
First way

■ Teach the person to sit against the wall. The person sits with buttocks near the wall. The person keeps the legs in a position that he or she finds easiest and comfortable.

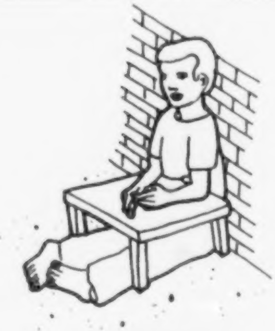


■ The person can do many activities in this position. If the person finds it difficult to do activities in this position, he or she can support himself or herself with one hand.



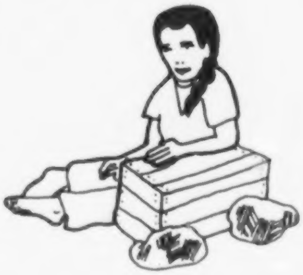


- You can also put a small table in front of the person to help support him or her.



- If the person falls to the side when he or she sits, place a box at the side of the person for support. Place the box on the side to which the person falls.

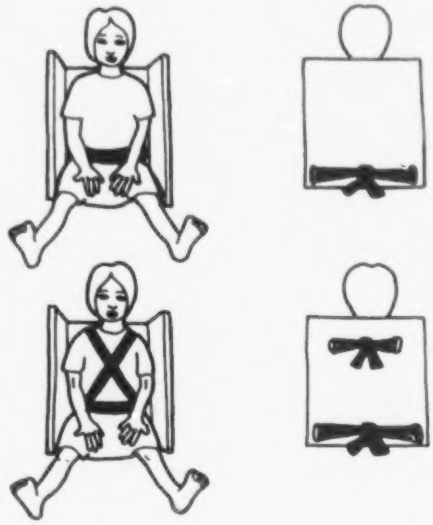
You can put stones or wood around the box so it does not move.



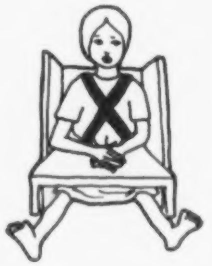
Second way

- Use a box for the person to sit in. The box will give the person the support he or she needs.

- Sometimes a person cannot sit because the hips become stiff and straight. Then he or she leans backwards. If this happens the person should sit with the hips near the box. Fix a strap across the hips to keep them bent. Fix the strap to the box.



You will sometimes need to use two straps to keep the person in this position.



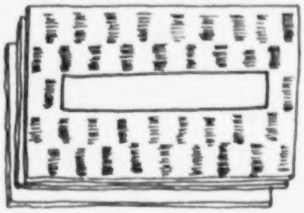
- Place a small table in front of the person to help support him or her.

Teach the person to do many activities while he or she sits in the box, such as eating, playing and talking.

Support for the person's head

■ If the person cannot hold his or her head up, make a collar for the person to wear to support the head.

■ Make the collar out of cardboard. Cut the cardboard to the shape and size that will go round the person's neck. You will need cloth to wrap around the cardboard.

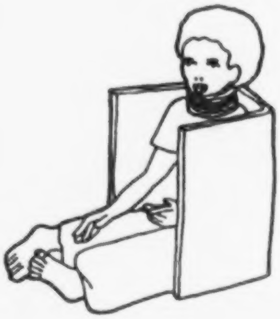


■ Wrap the cardboard in many layers of cloth to make the collar soft. Tie it round the person's neck so that it will support the head.

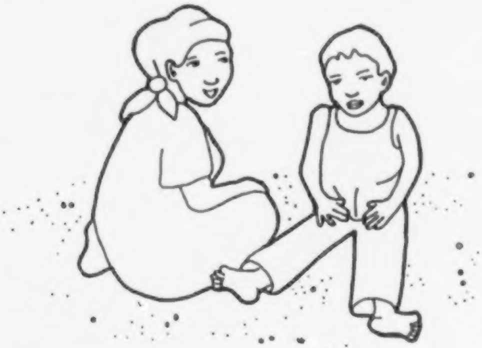
■ The collar must fit the person's neck. It should fit comfortably under the chin.

If it is too tight, the person will not be able to breathe.

If it is too loose, the person's head will fall down. Make the collar so that it fits the person's neck well.

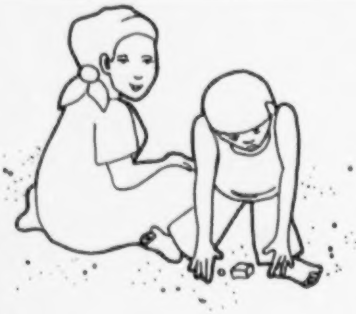


Activities to help the person to sit better without support

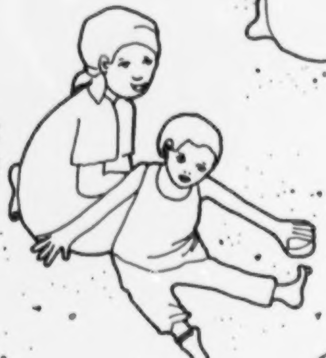


■ When the person can sit without support he or she should do activities which will make the body stronger for sitting. Then it will be easier for the person to sit without support.

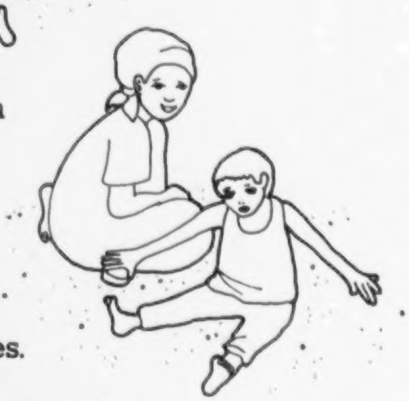
- Ask the person to bend forward, pick up an object, and then sit up straight without falling.



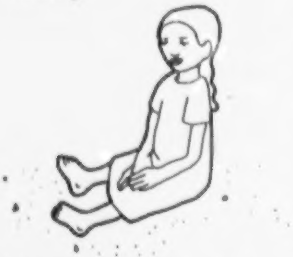
- Ask the person to bend to one side, pick up an object, and then sit up straight without falling.



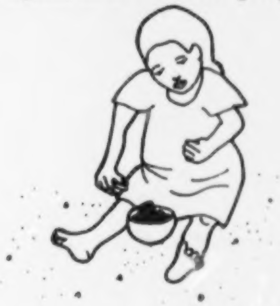
- Now ask the person to bend to the other side, pick up an object, and then sit up straight without falling.

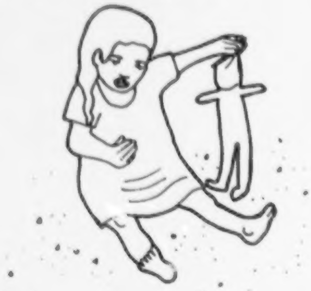


- Ask the person to repeat all of these activities many times.
- Repeat the activities every day until the person can do them easily.
- When the person can do these activities, he or she will be able to sit easily without support.



- Now train the person to do other activities while sitting without support. Teach the person, for example, to eat and to play while sitting without support.





Results

After you have used this package for some time, answer the question.

Begin by watching the person you are training. Then put the date in one of the boxes after the question. Put the date in the box beside "Alone" if the person is able to go from lying down to sitting up without help and to sit alone. Put the date in the box beside "With help" if the person needs help to move from lying to sitting or needs support for sitting. Put the date in the box beside "Not at all" if the person is not able to move from lying to sitting and needs support to sit.

Sits? (including sitting up from lying down)	Alone	☐
	With help	☐
	Not at all	☐

If the answer is "Alone," you and the person have done well. You can stop using this package.

If your answer is "With help" or "Not at all," it may be because of one of the reasons listed. Go through the list to find a possible reason for the answer and see what you can do about it.

REASON	WHAT TO DO ABOUT IT
1. The person gets pain when doing the activity.	Speak to your Local Supervisor about it. Meanwhile, stop using this package.
2. You have not trained the person long enough.	Continue training the person. If you have no results in six months, ask your Local Supervisor for advice.
3. You have not followed the instructions correctly.	Read the package again. If you think that you have not understood the instructions, speak to your Local Supervisor. Then repeat the training until the person can do the activity. Then stop using this package.
4. The person cannot be trained to do the activity because of his or her disability.	The person will continue to need help for each activity. Discuss with your Local Supervisor whether you should stop using this package.

If you continue to use this package, train the person for some time. Then answer the question again to see if the person does better.

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

TRAINING IN THE COMMUNITY FOR PEOPLE WITH DISABILITIES

12.

Training package for a family member of a person who has difficulty moving

How to train the person to move from sitting to standing

What Is This Package For?

The instructions in this package will help you to train the person who has difficulty moving. The training includes how to stand up from sitting and to stand without help.

World Health Organization
Geneva, 1989

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12. Training package for a family member of a person who has difficulty moving

How to train the person to move from sitting to standing

■ The person you train may not be able to stand or to move from sitting to standing without help for one of the following reasons:

The person has never learned how to do it.

The person has forgotten how to do it.

The person cannot do it because the legs are weak, stiff, or deformed.

The person cannot control the movement of his or her legs.

Activities that the person needs to be able to do

■ The person needs to be able to do the following activities:

Move from sitting on a chair to standing and sit down again.

Move from sitting on the ground to standing and sit down again.

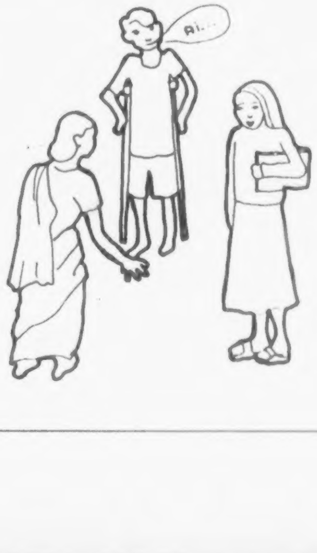
Remain standing.

■ Train the person to do whichever of these three activities he or she cannot do. First train the person to do them with your help. Then, if possible, train the person to do them without your help.

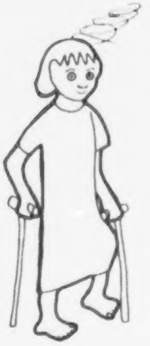
What to remember when the person first starts standing up

■ The person you train may have been lying down for a long time, maybe for many weeks, months or years. If so, the person may get pain in different parts of the body when he or she first starts getting up and moving around. Or the person's legs may become swollen.

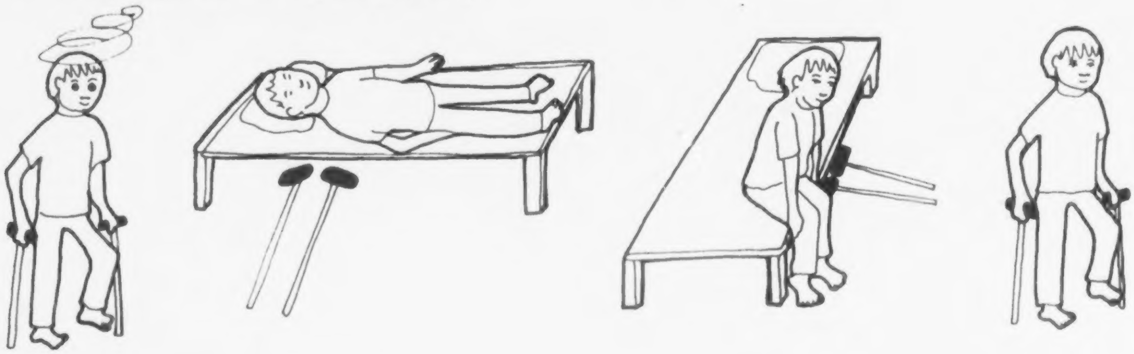
If the person gets pain or swelling when he or she starts getting up and moving around, tell your Local Supervisor about it.



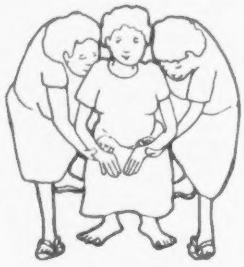
- If the person has been lying down for a long time, the person may feel dizzy when he or she starts getting up.
- Teach the person to sit up and to stand up slowly. This will help to prevent the person from becoming dizzy.

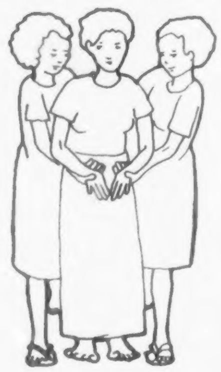


- If the person feels dizzy when he or she sits up, help him or her to lie down. After a short rest the person can sit up again but more slowly this time. If the person does not feel dizzy, he or she should stand up very slowly.



How to teach the person to stand from sitting on a chair

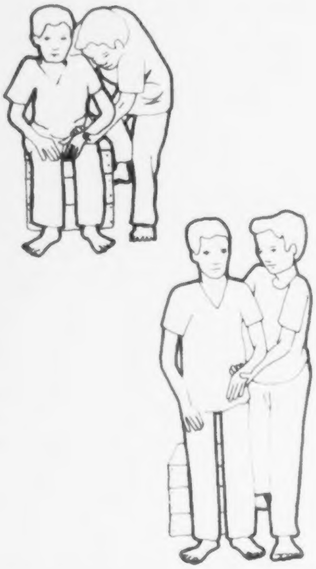




First way

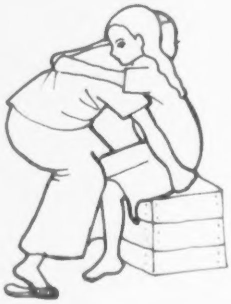
- Two helpers stand on either side of the person.
- The person should have his or her feet firmly on the ground and lean forward.
- Each helper supports the person with one arm around the back. With the other arm the helpers hold the person under his or her bent elbows, forearms, and hands.
- The person leans forward and stands up with the aid of the helpers.
- When the person is standing the helpers can support him or her if necessary.
- Teach the person to sit down again with the two helpers holding the person in the same way.

Second way

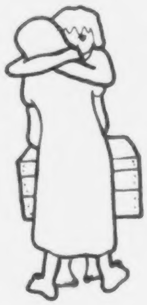


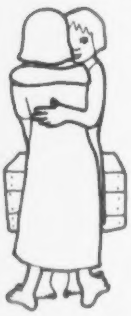
- One helper stands on the weaker side of the person.
- The person should have his or her feet firmly on the ground and lean forward.
- The helper bends the hips and knees to lean forward.
- The helper supports the person with one arm around the back. With the other arm the helper holds the person under his or her bent elbow, forearm, and hand.
- The person leans forward and stands up with the aid of the helper.
- When the person is standing the helper can support him or her if necessary.
- Teach the person to sit down again with the helper holding the person in the same way.

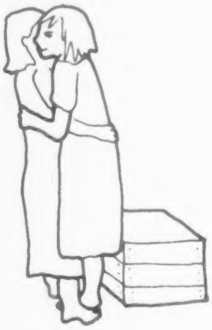
Third way



- The person sits with the feet firmly on the ground and leans forward.
- The helper stands in front and places his or her arms either behind the person's shoulders or behind the hips.
- The helper must place his or her knees and feet on either side of the person's knees and feet.
- The person puts his or her arms around the helper's neck and shoulders.
- The person is pulled to standing by the helper.
- When the person is standing the helper can support him or her if necessary.
- Teach the person to sit down again with the helper holding the person in the same way.





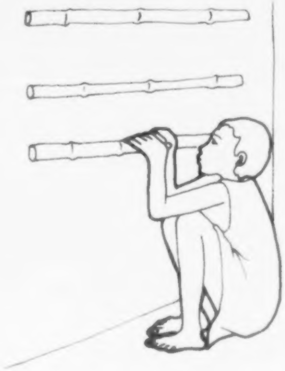


How to teach the person to stand from sitting on the ground

First way

- The person may be able to move from sitting on the ground to standing by holding on to a wall. Teach the person to place the hands against the wall to support himself or herself as he or she stands up.

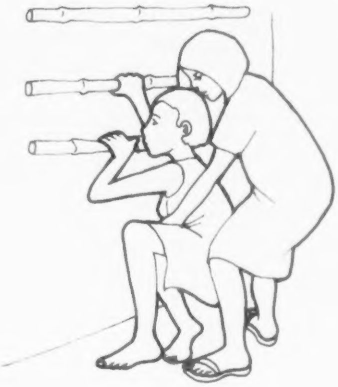
- The person may not be able do this by holding on to the wall. But he or she may be able to pull up on wooden bars or bamboo fixed to the wall.



- Fix three strong pieces of wood or bamboo firmly on the wall. The lowest piece should be at the level of the person's face.

The person sits facing the wall. He or she places both hands on the lowest piece of wood and begins to pull up to standing.

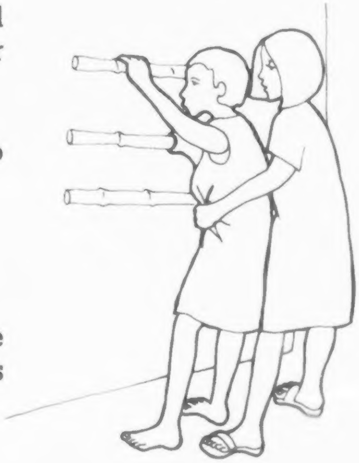
As the person moves, he or she reaches the highest piece of wood and pulls up to standing.



- Give the person the help that he or she needs to pull himself or herself up. Ask the person to do as much as he or she can without your help. Repeat this many times.

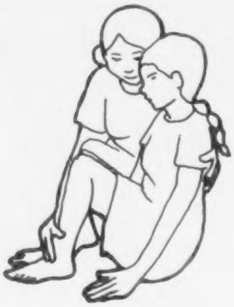
Give the person less help each time until he or she can do this without your help.

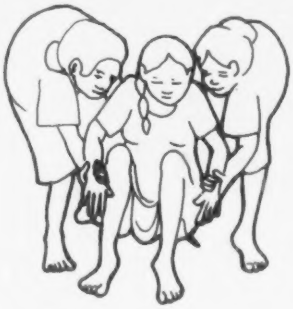
- Teach the person to sit down again holding the wall or the support. The person holds the wall or the support and lets the body bend slowly until he or she is sitting down.



Second way

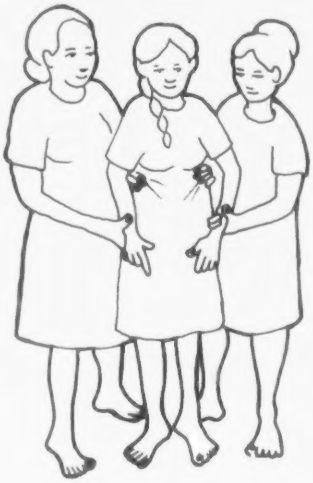
- The person sits with the knees bent.





- Two helpers reach down on either side of the person by bending their hips and knees. The helpers place one foot behind the person and the other foot beside the person.

- Each helper supports the person with one arm around the person's back. With the other arm, they hold the person under his or her bent elbows and forearms.



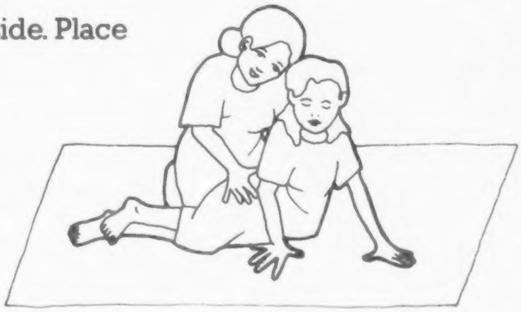
- The helpers then stand up lifting the person forward and up over his or her feet.

- When the person is standing, the helpers can support him or her if necessary.

- Teach the person to sit down again with the two helpers holding the person in the same way.

Third way

- The person sits with his or her hands on one side. Place your hands on his or her hips.



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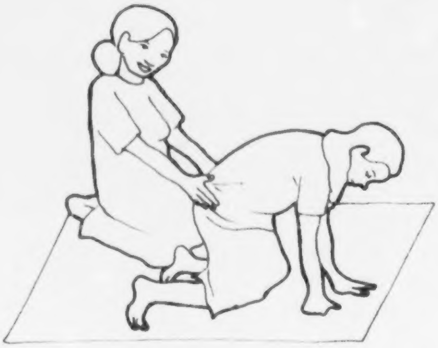
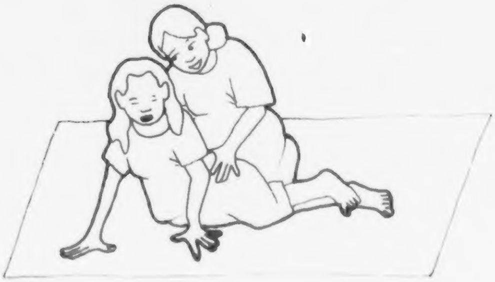
- Help the person to move from sitting to the crawling position by lifting up his or her hips.

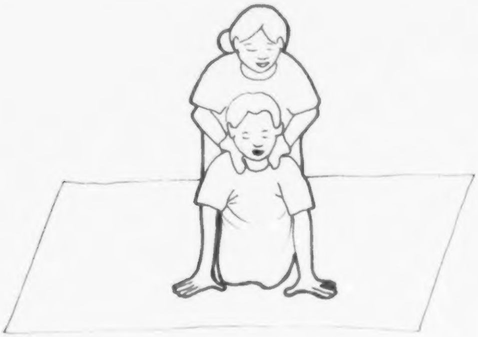


- Help the person to sit again by lowering his or her hips to the other side.



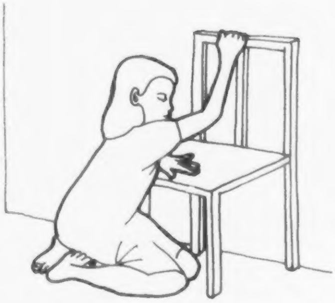
- Next help the person to move from this side to the crawling position.

- Help the person to repeat this activity many times from each side.

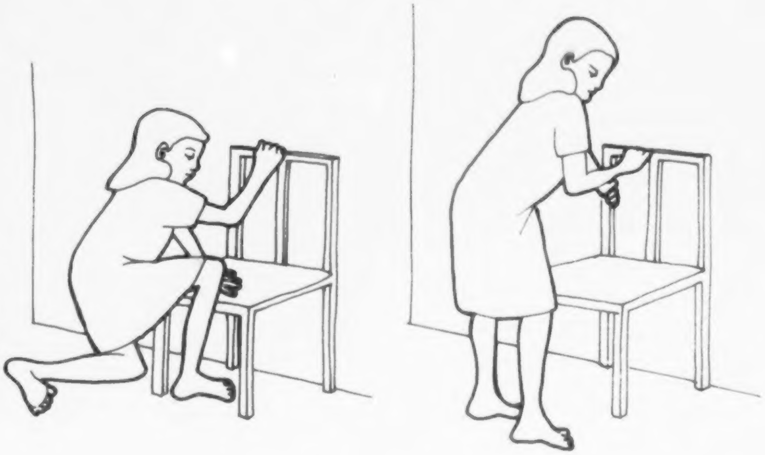


- The person can move from the crawling position to standing in the following way:

- The person can use a chair or some other support to move from the crawling position to kneeling on two legs. Put the chair by the wall so it does not move.



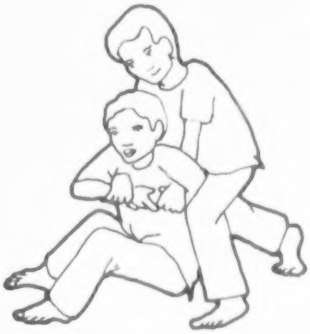
- Next the person can lean on the chair and move from kneeling on two legs to standing.



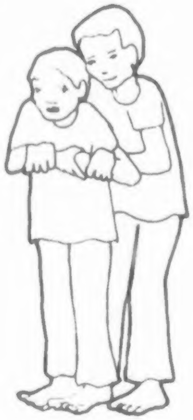
- Teach the person to sit down again doing it backwards. First the person holds the chair and kneels down. Then help the person to sit on the ground.

Fourth way

- The person sits with the knees bent and folds his or her arms across the chest.



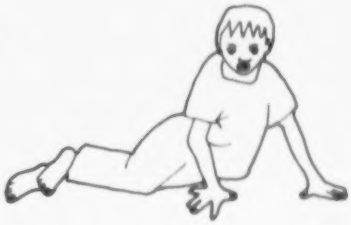
- The helper stands behind and a little to the side of the person with one foot placed in front of the other.
- The helper reaches down by bending the hips and knees to bring his or her arms under the person's armpits. The helper grasps the person's forearms in front of the person's chest.



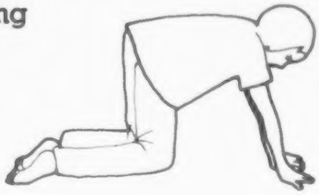
- The helper then stands up lifting the person forward and up over his or her feet.
- When the person is standing, the helper can support him or her from behind if necessary.
- Teach the person to sit down again with the helper holding the person in the same way.

Fifth way

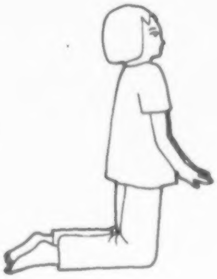
- The person sits with his or her hands on one side.



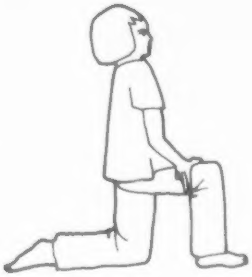
- He or she leans on the hands and moves to the crawling position.



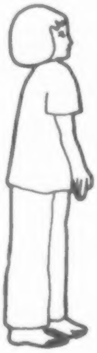
- Next he or she moves to kneel on two legs.



- He or she lifts one leg forward, places it on the ground, and kneels on one knee.



- Next he or she leans forward over his or her foot and moves up to standing.



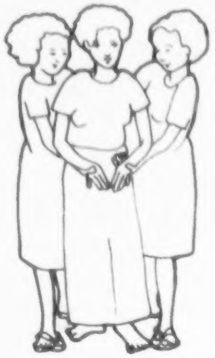
- Teach the person to sit down again by following the same movements backwards. First the person kneels down, gets on the hands and knees and then sits on the ground.

How to teach the person to remain standing

If the person cannot remain standing without help, teach the person to remain standing in one of the following ways:

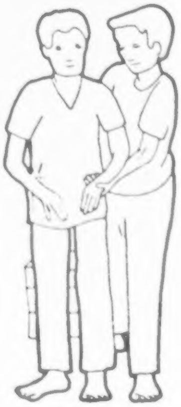
First way

- The person stands with the support of two helpers. Each helper supports the person with one arm around the person's back. With the other arm the helpers hold the person under his or her bent elbows, forearms, and hands.



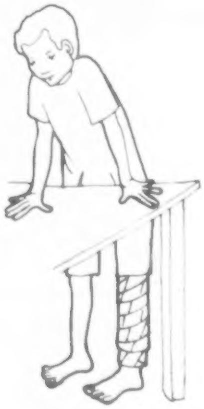
Second way

- The person stands with the support of one helper. The helper supports the person with one arm around the person's back. With the other arm the helper holds the person under his or her bent elbow, forearm, and hand.



Third way

- The person stands with the support of a wall or table. Teach the person to lean against the wall or table and put the weight of his or her body against it.
- If a knee bends because of weakness when the person stands, make a splint for the person to support the knee. Teach the person to wear the splint when he or she stands so that the knee will not bend. If both knees are weak make two splints. Ask your Local Supervisor for advice about how to make the splint.



- The person must practise standing in one of these ways for some time every day. If the person is not used to standing up, he or she may only be able to stand for a very short while.

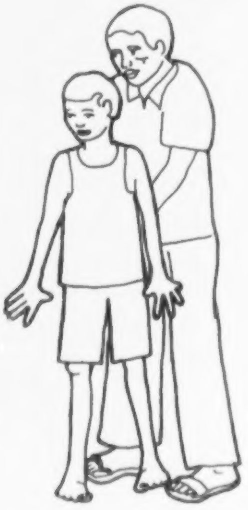
Little by little increase the time during which a person stands.

When the person can remain standing for some time in one of these ways, start giving the person less support for standing. Tell the person to try and lean less on the wall or table. Or tell the helpers to give the person less support each time.

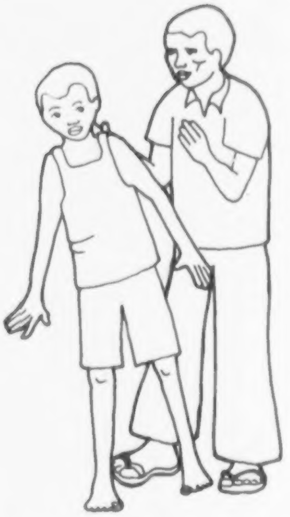
Continue training the person to stand in this way until the person can stand without support or help.

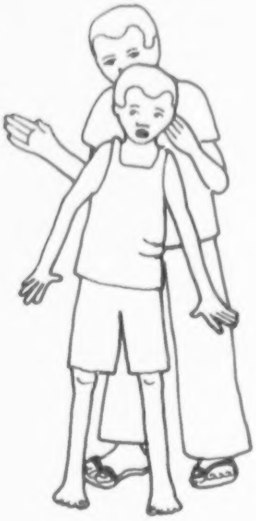
Activities to do while standing

- Let the person stand without support.



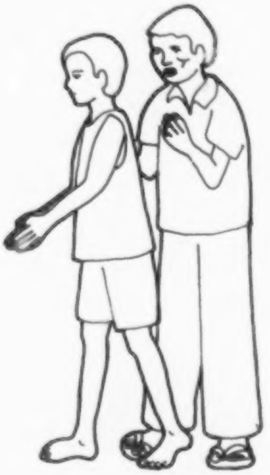
- If the person can do this, ask him or her to move his or her body from side to side.

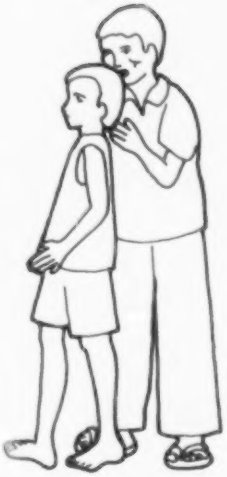




- Then ask him or her to place one foot in front of the other and move his or her body forwards and backwards.

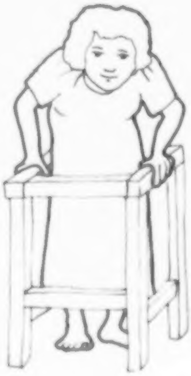
- Next tell the person to place the other foot in front and move his or her body forwards and backwards.





- Ask the person to repeat these activities every day until the person can remain standing without difficulty.

- After the person is able to stand with support or without support, he or she may be able to walk.



You can start training the person to move around as soon as he or she can stand, even with support.

Speak to your Local Supervisor about this. If the person needs to learn to move around, your Local Supervisor will give you a Training Package which you can use to train the person to move around.

Results

After you have used this package for some time, answer the question.

Begin by watching the person you are training. Then put the date in one of the boxes after the question. Put the date in the box beside "Alone" if the person is able to go from sitting to standing without help and to stand alone. Put the date in the box beside "With help" if the person needs help to move from sitting to standing or needs help in standing. Put the date in the box beside "Not at all" if the person is unable to move from sitting to standing and cannot stay in the standing position.

Stands? (including standing up from sitting)	Alone	☐
	With help	☐
	Not at all	☐

If your answer is "Alone", you and the person have done well. You can stop using this package.

If your answer is "With help" or "Not at all", it may be because of one of the reasons listed. Go through the list to find a possible reason for the answer and see what you can do about it.

REASON	WHAT TO DO ABOUT IT
1. The person gets pain when doing the activity.	Speak to your Local Supervisor about it. Meanwhile, stop using this package.
2. You have not trained the person long enough.	Continue training the person. If you have no results in six months, ask your Local Supervisor for advice.
3. You have not followed the instructions correctly.	Read the package again. If you have not understood the instructions, speak to your Local Supervisor. Then repeat the training until the person does the activity. Then stop using the package.
4. The person cannot be trained to do the activity because of his or her disability.	The person will continue to need help for each activity. Discuss with your Local Supervisor whether you should stop using this package.

If you continue to use this package, train the person for some time. Then answer the question again to see if the person does better.

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

TRAINING IN THE COMMUNITY FOR PEOPLE WITH DISABILITIES

13.

Training package for a family member of a person who has difficulty moving

How to train the person to move around

What Is This Package For?

The instructions in this package will help you to train the person who has difficulty moving to move around. The training includes how to move inside the home, around the yard, around the village, and on the roads, and how to travel by bus, boat, or on an animal if necessary.

World Health Organization
Geneva, 1989

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13. Training package for a family member of a person who has difficulty moving

How to train the person to move around

- The person you train may not be able to move around for one of the following reasons:

The person has never learned how to move around.

The person has forgotten how to move around.

The person cannot move around because of a weak, stiff, or deformed body or legs.

The person cannot control the movement of the body or legs.

The person has lost a leg, a part of a leg, or both legs.

Activities that the person needs to be able to do

- The person needs to be able to do one, some, or all the following activities:

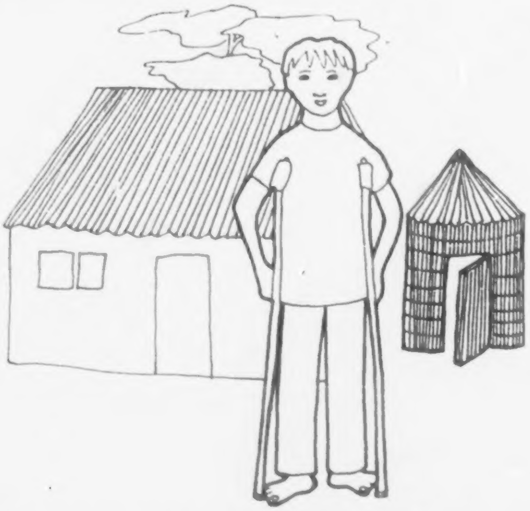
Move inside the home.

Get to the latrine.

Move around the yard.

Move around the village.

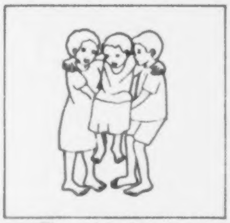
Travel by bus, by boat, or on an animal.

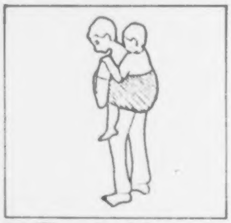


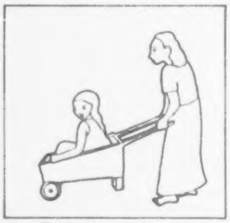
- Train the person to do whichever of the following activities he or she needs to but cannot do.

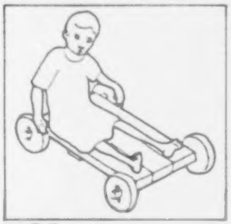
Ways to move around

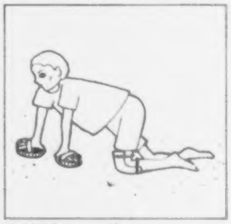
■ A person who has difficulty moving may be able to learn to move around in different ways. Here are different ways by which the person can move around.

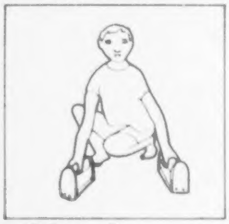

■ Carried by two helpers.

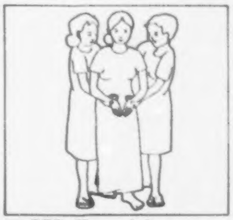

■ Carried by one helper.

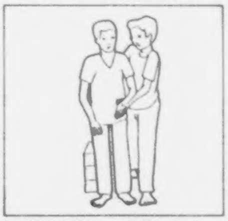

■ Carried in a wheelbarrow.

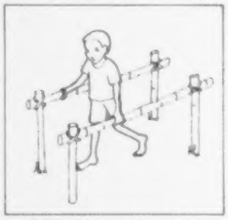

■ Move on a trolley.

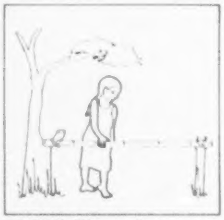

■ Move by crawling.

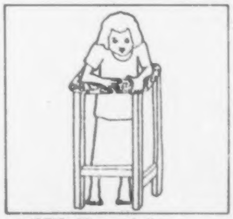

■ Move by crouching.

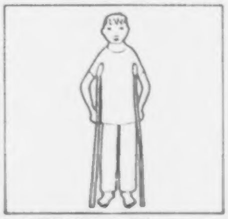

■ Walk with two helpers.

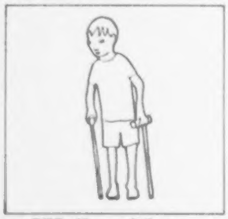

■ Walk with one helper.

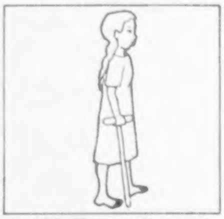

■ Walk using two bars.

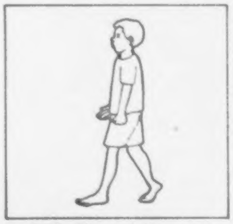

■ Walk using one bar.


■ Walk with a frame.


■ Walk with two crutches.


■ Walk with two sticks.


■ Walk with one stick.


■ Walk without help.

■ The pictures will help you to find which training leaflets to use. There are 15 leaflets in this package that match the pictures. There are also 3 leaflets which describe walking aids that may be needed by some people with difficulty moving. These describe how to make a splint for the knee (Leaflet 16), how to make a splint for the foot (Leaflet 17), and how to make a shoe raise (Leaflet 18).

How this training package is arranged

■ This training package is arranged in a different way from the others.

■ Pages 1-12 should be used by everybody using this package.

■ Pages 13-54 contain the 18 Training Leaflets. The person you train will need one of the Training Leaflets numbered from 1 to 15. The person may or may not need one of the Training Leaflets numbered 16, 17, or 18. Choose the Training Leaflets the person needs in the following way.

How to choose the correct training leaflet

■ Ask the person you train to do each activity mentioned in the questions.

Observe the person do the activity in the question. Answer the questions about this activity. Then continue to follow the instructions that are given.

■ The first four questions will help you to find out which of the Training Leaflets you need to help train the person.

■ Begin with Question 1. Then answer the questions that follow until you have found the correct Training Leaflet between 1 and 15.

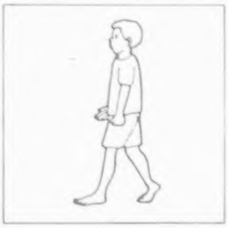
■ Then answer Questions 5, 6, and 7 to find out if you need to use Training Leaflets 16, 17, and 18.

Question 1: Can the person walk 5 steps?

■ If the answer is "Yes", then the person should use Training Leaflet 14 or 15.

Read both leaflets. Choose the one that you think will help the person most.

■ If your answer is "No", go on to the next question.

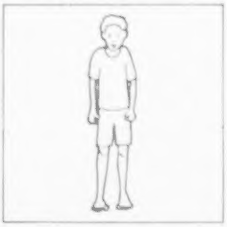


Question 2: Can the person stand alone?

■ If your answer is "Yes", then the person should use Leaflet 11, 12, 13, or 14.

Read all 4 leaflets. Choose the one that you think will help the person the most.

■ If your answer is "No", go on the next question.

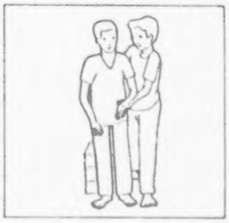


Question 3: Can the person stand with one helper?

■ If your answer is "Yes", then the person should use Training Leaflet 8, 9, 10, 11, 12, or 13.

Read all 6 leaflets. Choose the one that you think will help the person the most.

■ If your answer is "No", go on to the next question.

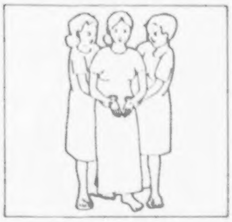


Question 4: Can the person stand with two helpers?

■ If your answer is "Yes", then the person should use Training Leaflet 7, 8, 9, or 11.

Read all 4 leaflets. Choose the one that you think will help the person most.

■ If your answer is "No", then the person may be able to use Training Leaflet 1, 2 ,3, 4, 5, or 6.

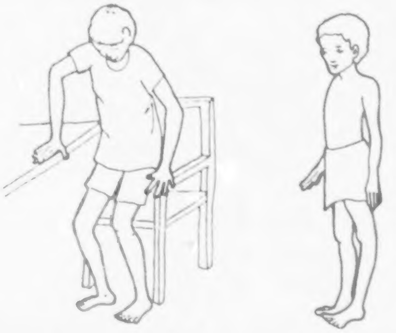


Read all 6 leaflets. Choose the one that you think will help the person most.

Question 5: When the person stands and puts weight on both legs, do the knees bend too far forwards or too far backwards?

■ If your answer is "Yes", then the person needs Training Leaflet 16.

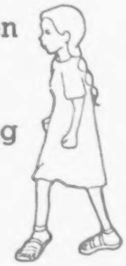
■ If your answer is "No", go on to the next question.



Question 6: Do the person's toes drag on the ground when he or she walks?

■ If your answer is "Yes", then the person needs Training Leaflet 17.

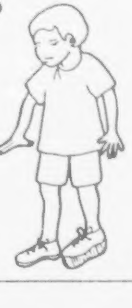
■ If your answer is "No", go on to the next question.



Question 7: Is one leg shorter than the other?

■ If your answer is "Yes", then the person needs Training Leaflet 18.

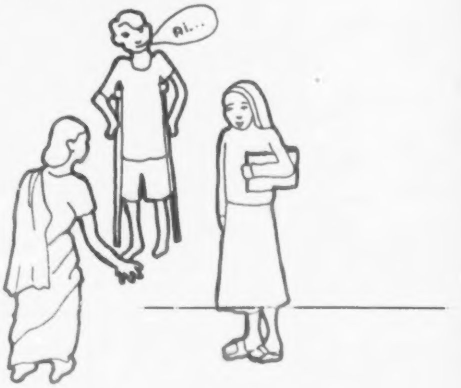
■ If your answer is "No", no leaflet is necessary.



What to remember when the person starts getting up

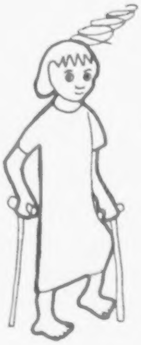
■ The person you train may have been lying down for a long time. He or she may have been lying down for many weeks, months, or years. If so, the person may feel pain in different parts of the body when he or she first starts getting up and moving around. Or the person's legs may become swollen.

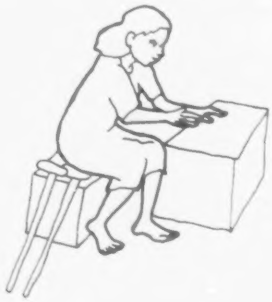
If the person feels pain or swelling when getting up and moving around, tell your Local Supervisor about it.



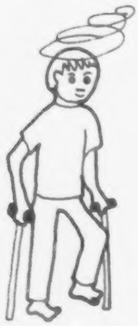
■ If the person has been lying down for a long time, the person may feel dizzy when he or she starts getting up.

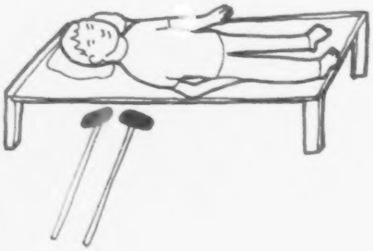
■ Teach the person to sit up and stand up slowly. This will help to prevent the person from becoming dizzy.

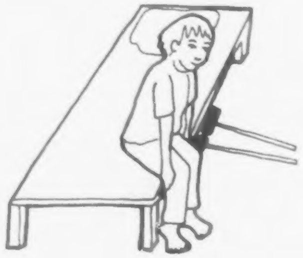


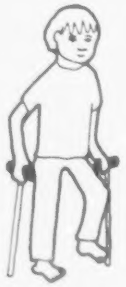


■ If the person feels dizzy when he or she sits up, help him or her to lie down. After a short rest the person can sit up again but more slowly than before. If the person does not feel dizzy, he or she should stand up very slowly.





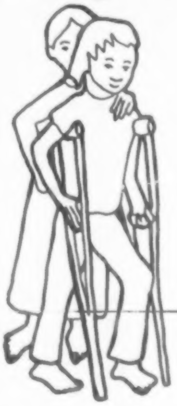


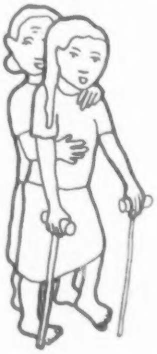


What to remember when the person starts moving around

■ The person you train may not have walked for a long time. He or she may be afraid of falling when first getting up and trying to walk.

Stand close by and be ready to catch the person if he or she begins to fall. Let the person know that you are there to help. Try to make him or her feel safe.

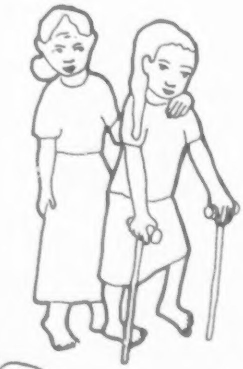




■ Or at first you can support the person so that he or she will not be afraid. As the training goes on, the person will learn not to be afraid.

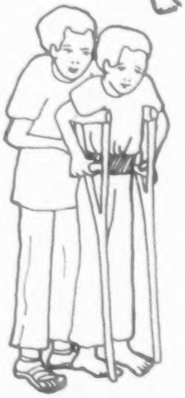
Support the person by standing a little behind and to the side of the person. Put one arm round the person's chest and with your other arm hold the person's shoulder.

■ Support the person less and less each time you walk together until he or she is able to walk without help.



■ If the person is still afraid of falling, teach the person how to fall. Hold the person while you teach him or her to fall in the following way:

Put a wide strap of strong cloth around the person's body. Stand beside the person and hold on to the cloth.



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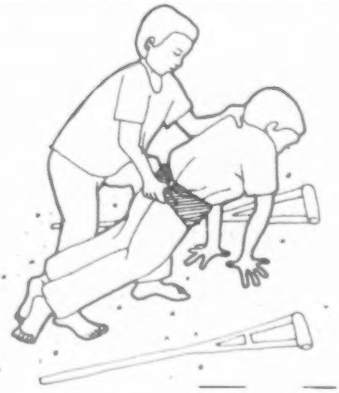


Ask the person to let himself or herself fall. Tell the person to drop the crutches or sticks to the side. Then tell the person to fall on to the hands and to let the arms bend.

Hold on to the cloth while the person falls so that the person will fall slowly. In this way the person will not be injured.

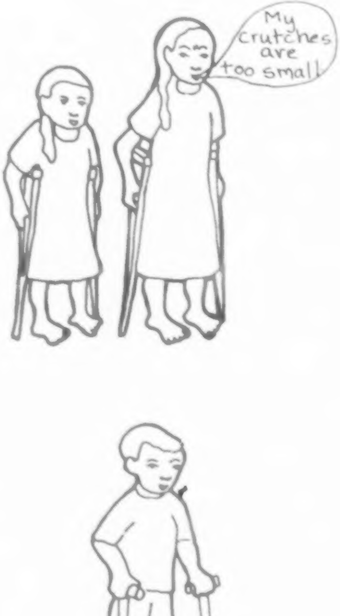
Repeat this a few times, until the person is not afraid of falling.

If the person is old, do not teach him or her to fall. An older person may be injured by the fall. Teach the person how to walk slowly and carefully, but do not overprotect the person.

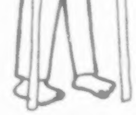
■ Each time the person learns to do a new activity, show how pleased you are. Let the person know that he or she has done something well. This will help the person to want to learn more.

■ To train the person to move around you may need to make some of these aids: bars, a frame, crutches, sticks, knee or foot splints, or a shoe raise.

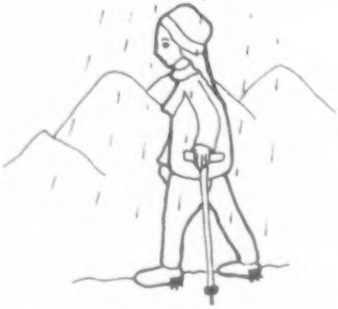
If the person you train is a child, you will need to make new aids as the child grows.

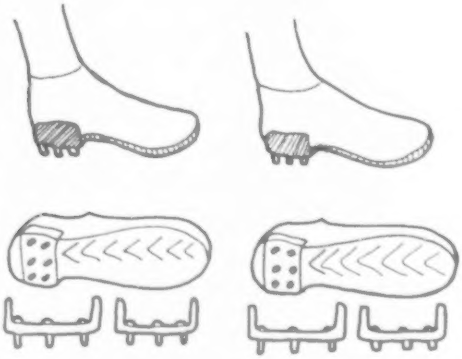

My crutches are too small

■ Whichever way you use to teach the person to walk, train him or her to take small steps at the beginning. Small steps will help him or her to balance more easily.

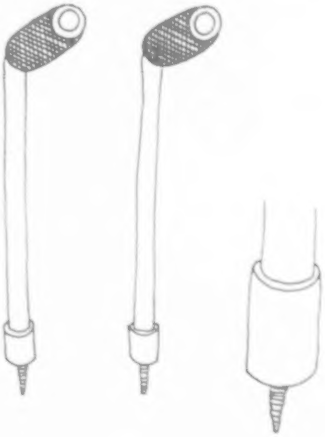


■ If the person sometimes has to walk on snow or ice, make special shoes, sticks, or crutches to help the person walk on this difficult ground.



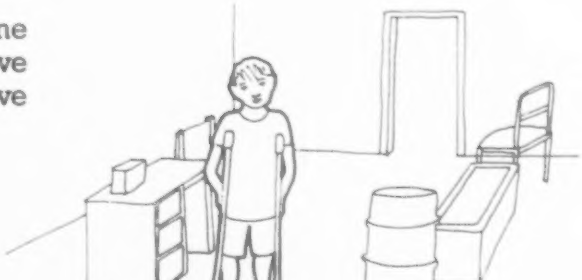


To make shoes that will walk on snow and ice fix a piece of metal to fit around the heels. Fix six short screws to the piece of metal. These screws will hold on icy ground.

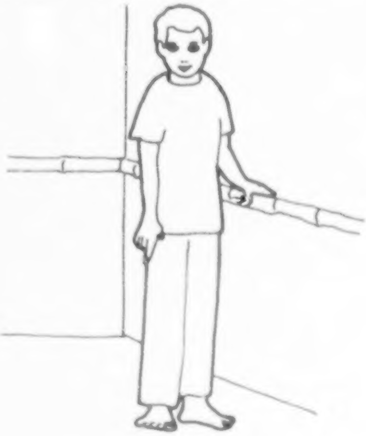


To make sticks and crutches that will hold well on snow and ice fix a piece of metal to fit around the lower end of the person's stick or crutches. Then fix a short screw to the piece of metal.

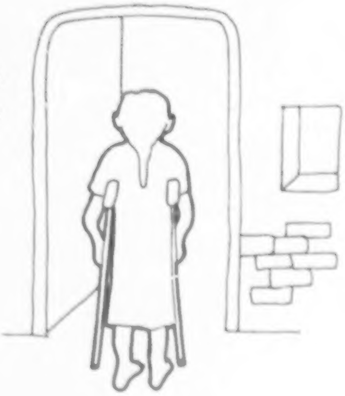
■ The person you train needs a safe home in which to live. He or she needs to have enough space inside the home to move around easily.



- If the person needs some support to walk inside the home, teach the person to hold on to the walls, chairs, or a table for support. Or fix wood or bamboo on the walls so that the person can hold on to these when he or she walks inside the home.

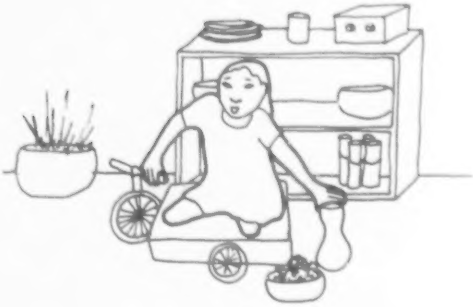


- The person must be able to go through doorways in the home. If the person cannot go through the doorways in the home, make the doorways wider.



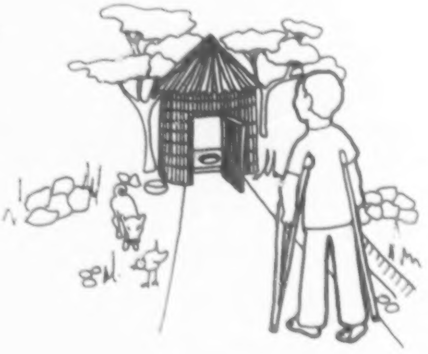
- The person needs to be able to reach the things in the home that he or she needs.

Keep the things that the person needs in places that the person can reach.



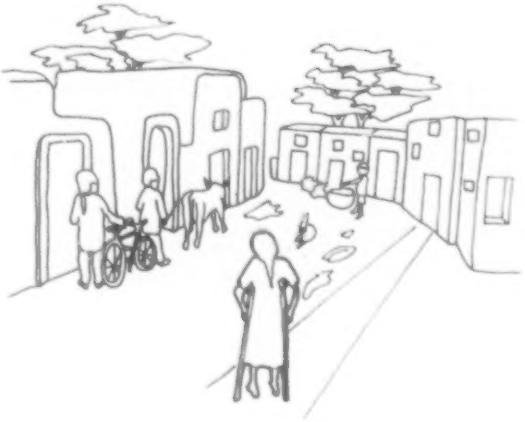
- The person needs to be able to get to the latrine.

Make sure that there is a pathway for the person to use to get to the latrine. Remove from the pathway any stones or shrubs. Fill in any holes that make it difficult for the person to get to the latrine.



■ The person needs to be able to move around the yard and the village.

Make sure that the pathways around the person's home and village do not have stones, shrubs, or holes in them. Then the person can move around safely.



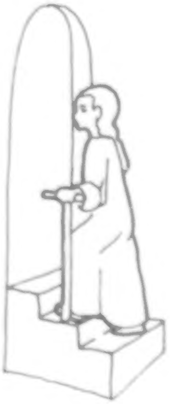
■ If there are steps or slopes to climb, train him or her to do this.

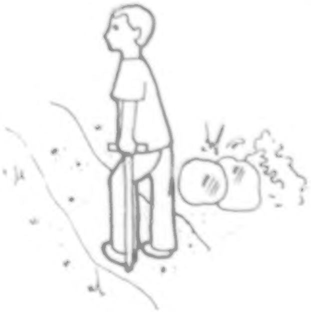
■ Train the person to go up steps and slopes in the following way:

Tell the person to put the stronger leg up first.

Then tell the person to bring the weaker leg up and put it next to the stronger leg.

He or she should lean forward when climbing.

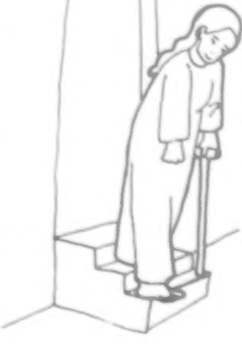


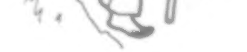


■ Teach the person to go down steps and slopes in the following way:

Tell the person to put the weaker leg down first.

Then tell the person to bring the stronger leg down and put it next to the weaker leg.

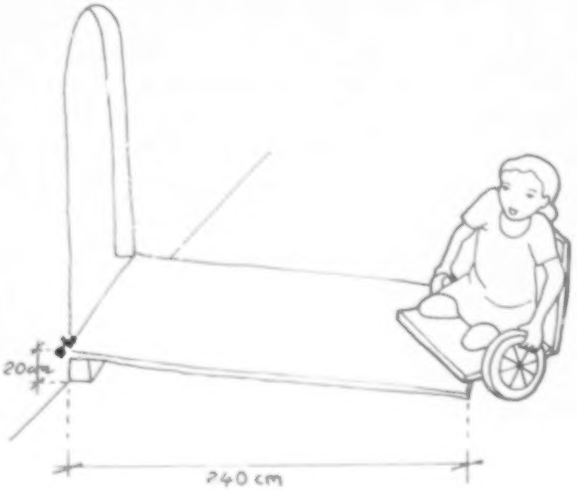




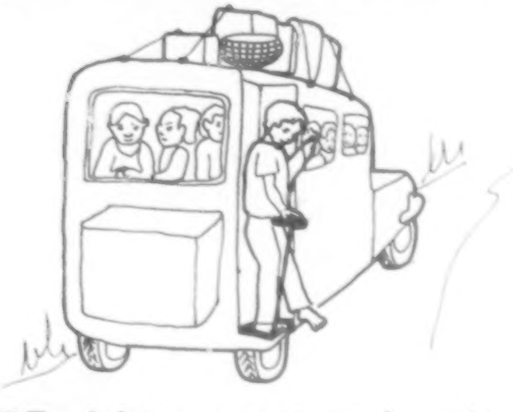
■ For some people it is easier to go up and down steps backwards. For others it is easier to go up and down steps by crawling. Find out which way is easiest for the person.

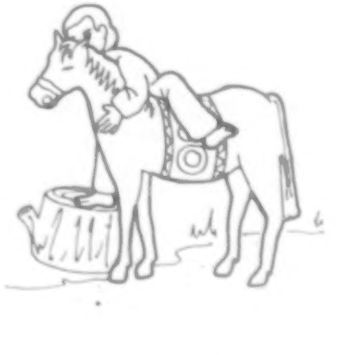
■ If the person needs to go up and down steps and cannot be taught to do this, make ramps in place of steps. Fill in the steps with firm earth or use a piece of strong wood to make a ramp.

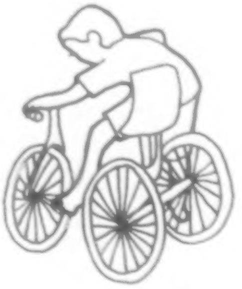
■ If the ramp is too short, the person may not be able to push himself or herself up. The ramp should be 1 foot (30 cm) in length for each inch (2.5 cm) of height. For example, if the steps are 8 inches (20 cm) high, the ramp should be 8 feet (240 cm) long.



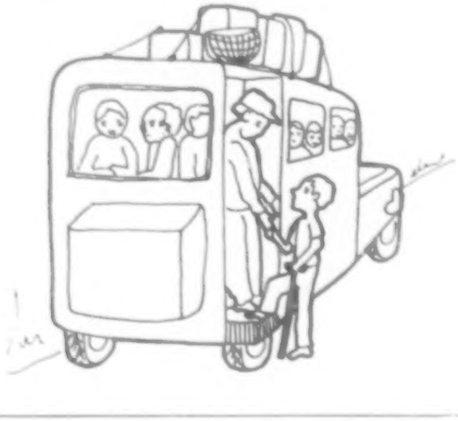
■ The person you train may need to get on and off a bus. The person may need to get into and out of a boat, or on and off an animal or tricycle. If so, teach him or her how to do this.

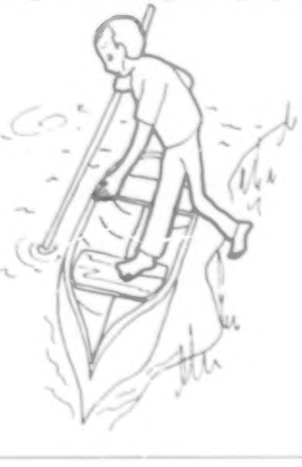




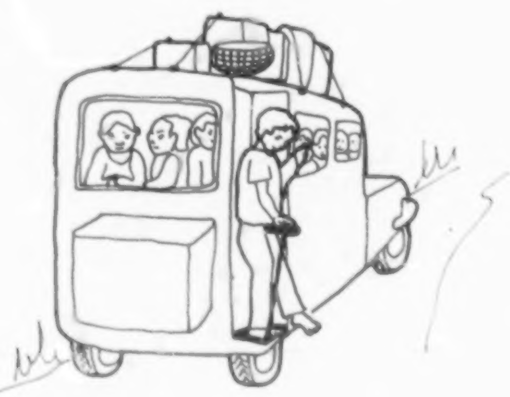


■ Teach the person to get on a bus or into a boat by putting the stronger leg up first, just like going up steps.

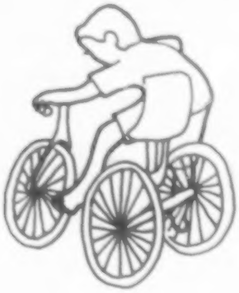


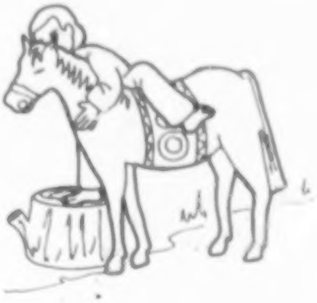


■ The person should get off a bus or a boat in the same way that he or she goes down steps. The person puts the weaker leg first.



■ The person should get on to an animal or a tricycle by putting the weaker leg up first. The person should get off an animal or a tricycle by putting the stronger leg down first.

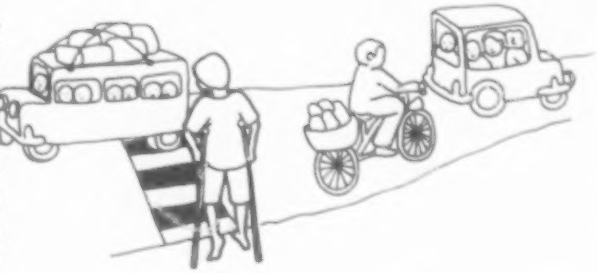




■ Teach the person to walk in traffic and to cross roads safely.

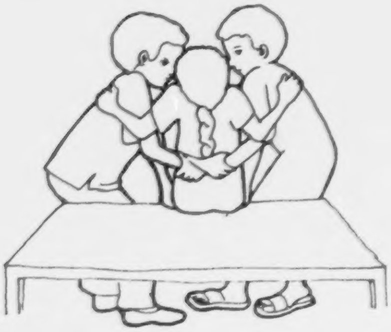
■ The person should walk on the side of the road facing the traffic coming towards him or her.

When you are training the person to cross the road, teach him or her to look and listen for traffic that may be coming from both directions. Tell the person to cross the road only when it is clear or the traffic has stopped. If there are signs to show where people can cross the road, teach the person to cross the road there.

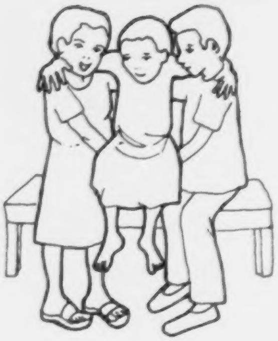


Training Leaflet 1

How two helpers can carry the person



- The two helpers stand on either side of the person, facing each other.
- Each helper puts one arm under the person's thighs and the other arm behind the person's back. They then hold each other's wrists.
- The person puts his or her arms around the helpers' shoulders.
- The helpers now lift and carry the person.



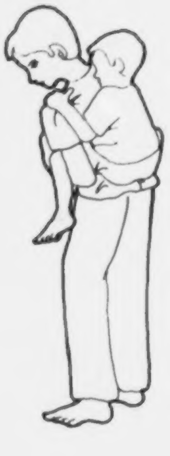
Training Leaflet 2

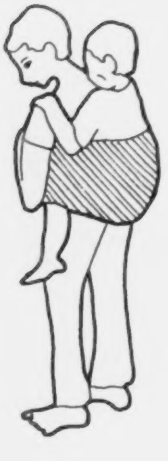
How one helper can carry the person

- If the person you train is not too heavy, one helper can carry him or her from place to place. The best way for the helper to carry the person is on the back.

The person may be able to hold on to the helper.

Or the helper can use a cloth to hold the person on the back.





Training Leaflet 3

How the person can move in a wheelbarrow

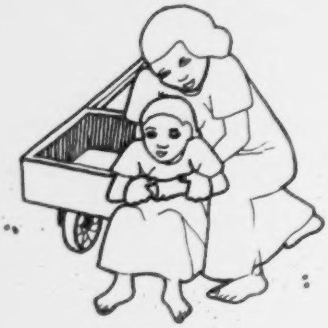
- The person can move around by being pushed in a wheelbarrow.

- Help the person to move from the ground to the wheelbarrow in the following way:

- Put the wheelbarrow near the person.

- Sit the person with the legs bent and the arms folded across the chest.

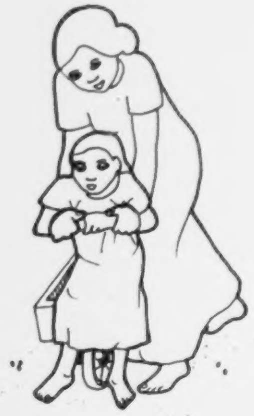
- With one foot in front of the other, stand behind and a little to the side of the person.



- Reach down by bending your hips and knees. Put your arms under the person's armpits. Then hold the person's forearms.

- Straighten your hips and knees and stand up, while holding and lifting up the person. Then move the person over on to the wheelbarrow.

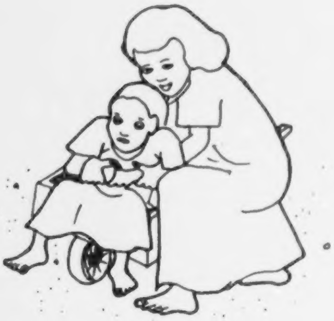
If the person cannot move his or her legs into the wheelbarrow, move the legs into the wheelbarrow yourself.



- To help the person move from the wheelbarrow to the ground first take the legs out of the wheelbarrow.

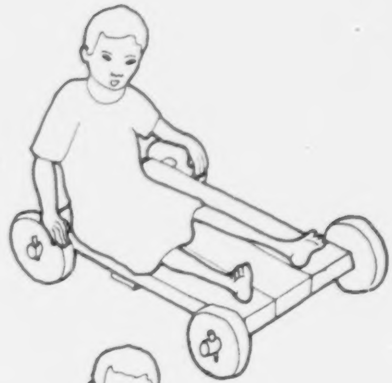
Next hold the person in the same way and lift him or her out of the wheelbarrow.

Then lower the person to the ground by bending your hips and knees.

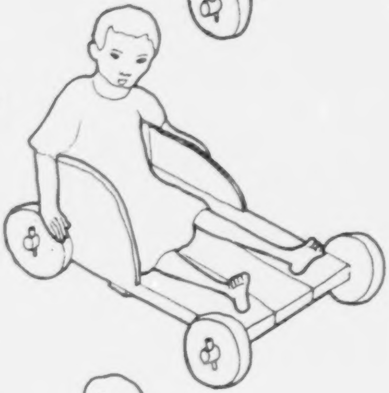


Training Leaflet 4

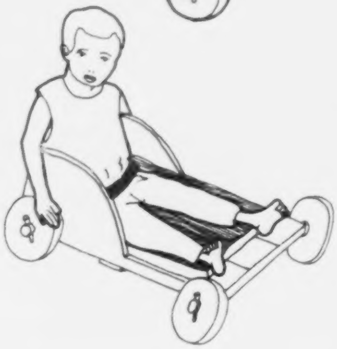
How the person can move on a trolley



- If the person you train can sit alone, he or she can move around on a trolley.

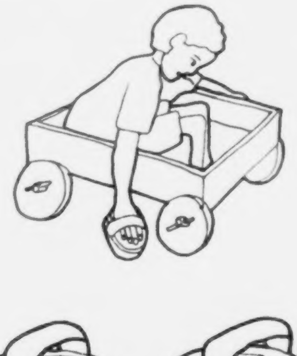


- If the person needs support for sitting, he or she can move around on a trolley with a back support.

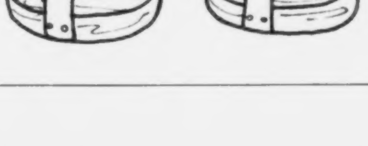


If the person slides forward on the trolley, put a strap across the hips. Fix the strap to the trolley to hold the person in place.

If the person has lost feeling in the legs, he or she should sit on a pillow or a bag of grass.



- The person can move the trolley by pushing it along with the hands.



Make two hand pads to protect the person's hands.

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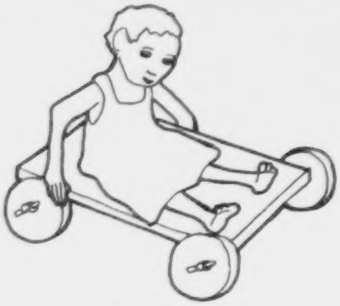
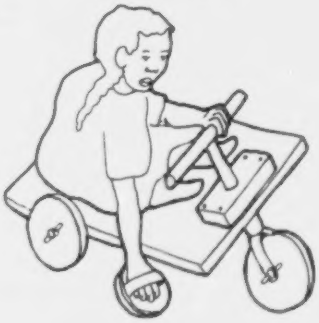


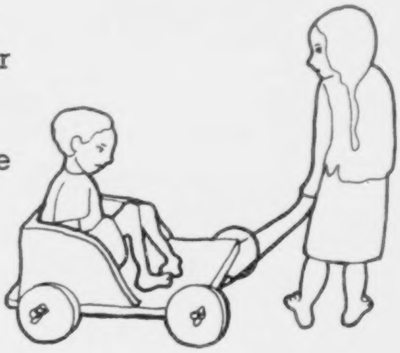
■ Or the person can move the trolley by turning the wheels with the hands.

The person should turn the back wheels to move the trolley.



■ Or the person can move the trolley by pushing with one hand while guiding a front wheel with the other hand.

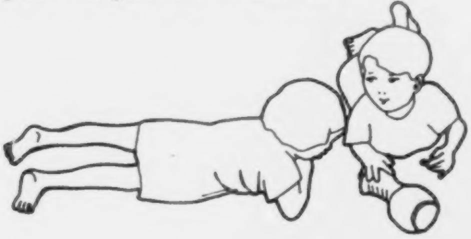
■ This trolley has three wheels. One wheel is on a pivot fixed to a bar. The person moves the bar to turn the trolley in different directions.

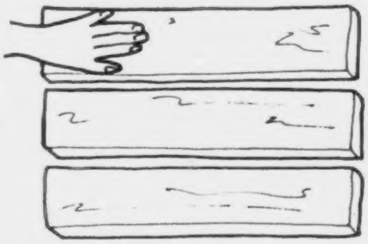


■ If the person cannot move the trolley alone, then another person can pull it.

To do this, fix two hooks to the front of the trolley. Tie a rope to the hooks so another person can pull the trolley.

■ Tell the person to get out of the trolley sometimes and lie on the stomach with the hips straight. This prevents stiffness in the hips.





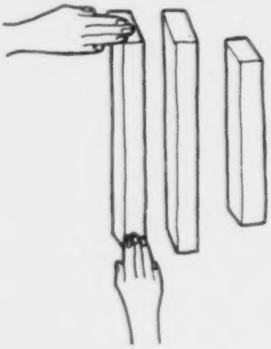
What you need to make a trolley

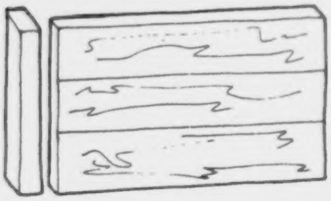
■ You will need pieces of wood which, when joined, will be large enough to make a seat. The wood must be strong enough to hold the person's weight.

Each piece of wood must be as wide as your hand.

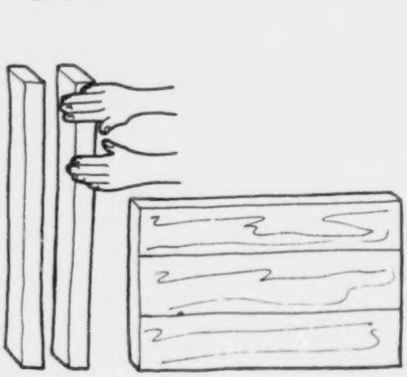
■ You will need three pieces of wood to put across the seat to hold it together.

The pieces should be three fingers wide and three fingers thick.



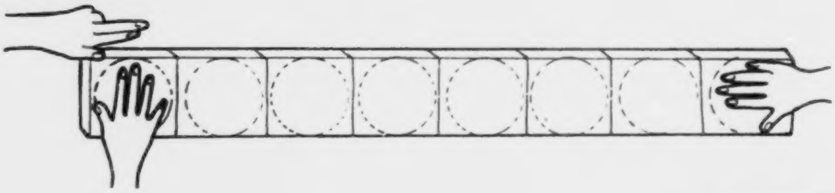


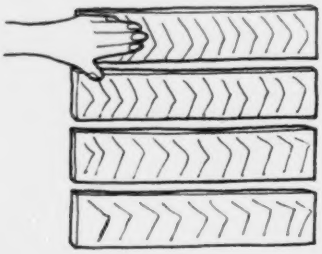
One of the pieces of wood should be as long as the width of the seat.



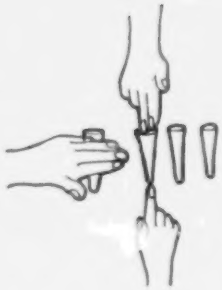
Two of these pieces of wood will be the axles. Each piece should be as long as the width of the seat, with twice the width of your hand added on.

■ You will need a strip of wood the thickness of two fingers, the width of your hand, and a length eight times the width of your hand. From this you will cut out eight pieces of wood. Each piece of wood will make a wheel. Each piece will be as wide as your hand in both length and breadth.





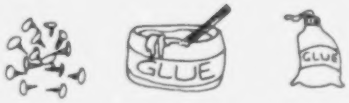
■ You will need four pieces of tyre rubber long enough to cover the rim of each wheel. The piece of rubber should be four fingers wide.



■ You will need four pieces of wood to make four pins. Each pin should be as long as the width of your hand.

Each should be two fingers thick at one end and one finger thick at the other end.

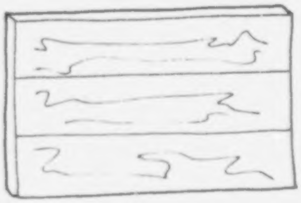
■ You will also need nails and glue.



How to make the trolley

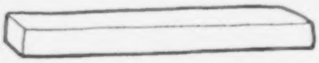
■ Make the different parts of the trolley separately. Make the seat, axles, and wheels separately. Then put the parts together.

How to make the seat

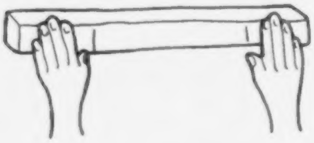


■ Join the pieces of wood together with glue.

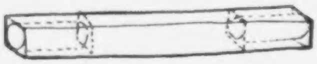
How to make the axles



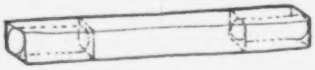
■ Take the two pieces of wood for the axles.



At each end of the pieces measure the width of your hand. These parts will be the ends of the axles.

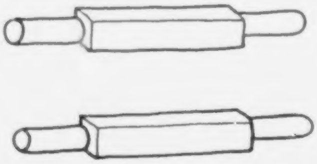


■ To make the ends of the axles round, first draw a circle on the ends as shown in the picture.



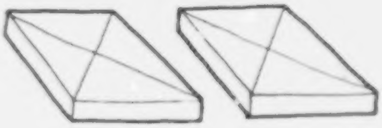
■ Then cut away the edges and make the ends of the axles round.

■ Now you should have two axles like this:

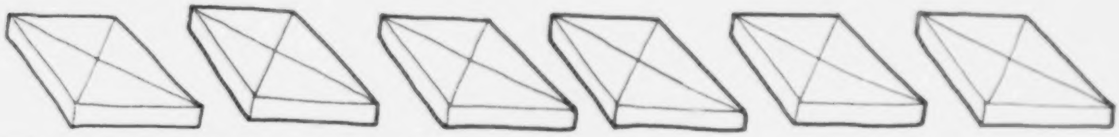


How to make the wheels

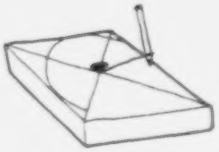
- Take each piece of wood for the wheels.



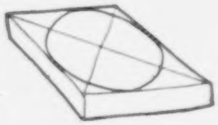
- On each piece, draw two lines between the opposite corners, as shown in the picture. In this way you will find the middle of the wheel.



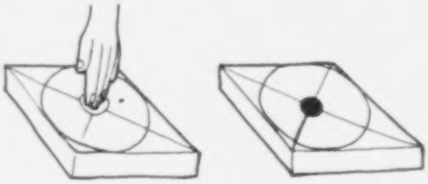
- Now put a nail in the middle of the piece of wood.



Tie a piece of string to the nail. The string should be as long as half the width of your hand.

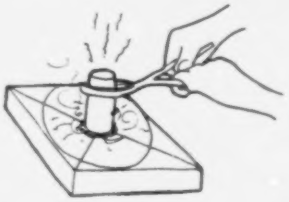


Tie a pencil or sharp stick to the other end of the string. With this mark a circle, as shown here.

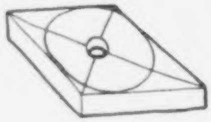


- In the middle of the large circle, mark a small circle, three fingers wide.

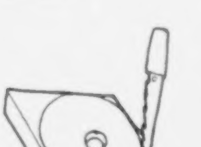
- Cut out the smaller circle to make a hole. This hole is for the axle.



- One way to cut the hole is by burning it through the wood. To do this you need an iron rod. Heat the rod. Then, using a pair of tongs, put the iron rod in the middle of the piece of wood.



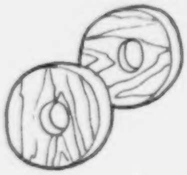
The hot iron rod will burn the wood and make a hole through it.



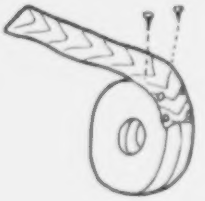
- Put the pieces of wood on the ground or on something hard.

Cut away the corners of each piece of wood to make 8 circles.

■ Two circles glued together make one wheel. Before you glue them, look at the lines in the wood. The lines in one piece of wood should go in one direction. The lines in the other piece should go in the opposite direction. Putting them together this way makes the wheel strong.

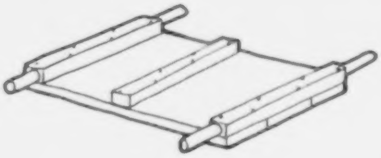


Make 4 wheels in this way.



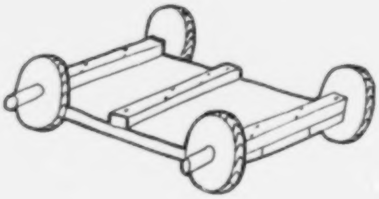
■ Cover the rim of each wheel with a strip of tyre rubber.

How to put the seat, axles, and wheels together

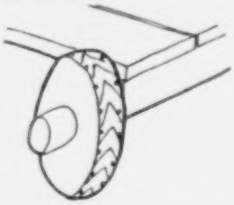


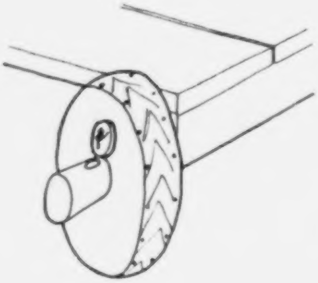
■ Use nails to fix the two axles to each end of the seat.

■ Fix the other piece of wood across the middle of the seat.



■ Now put the wheels on the axles.

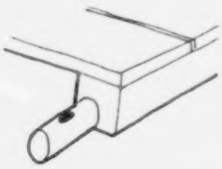




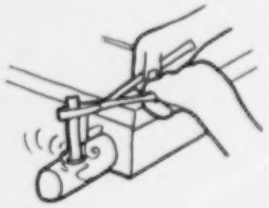
■ Put a coin on the axle, standing up next to the wheel.

Mark a point on the axle next to the coin. This point is where you will make holes for the pins.

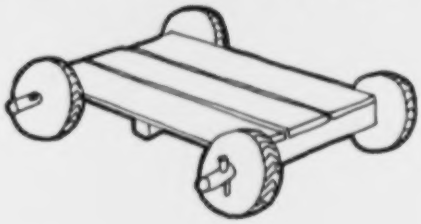
■ Now make the holes for the pins. Each hole should be one finger thick.

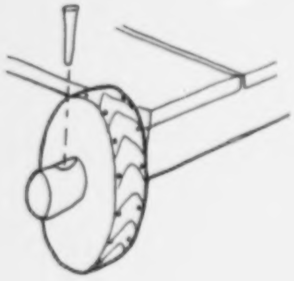


■ You can make these holes in the same way that you made the holes in the wheels, by burning the wood.



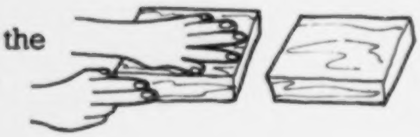
■ Now put the pins in the holes to hold the four wheels in place.



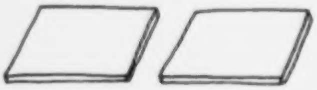


What you need to make hand pads

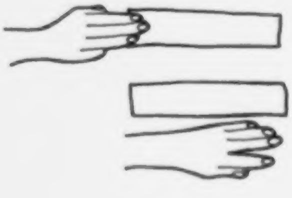
■ You will need two blocks of wood, each the size of the person's hand. They should be as thick as two fingers.



■ You will need two pieces of rubber, the same size as the blocks of wood.



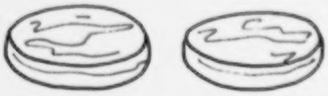
■ You will need two straps of leather or rubber, which are as long as your hand. They should be three fingers wide.



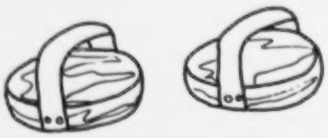
■ You will also need nails and glue.

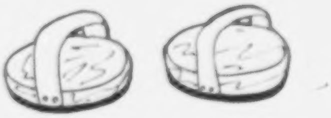
How to make hand pads

■ First cut the blocks of wood in a shape that the person can hold easily.

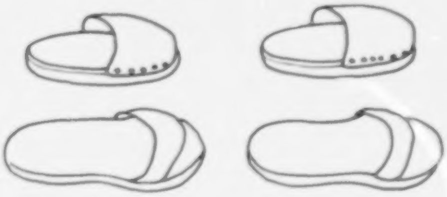


Smooth the wood and fix a strap of leather or rubber to each block so that the person can hold the block easily.



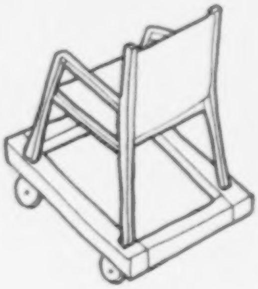


■ Put the pieces of rubber on the bottom of each block. These will keep the pads from slipping.



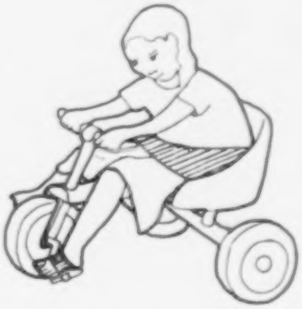
■ Or the person can use slippers as hand pads.

Other ways for the person to move around



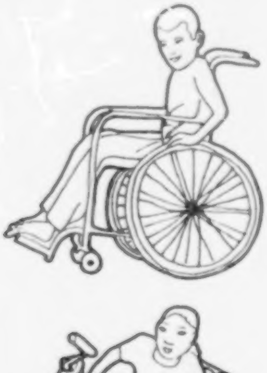
■ Instead of making a trolley for the person to use to move around, you can make a wheelchair.

One way to make a wheelchair is to make a wooden base with four wheels. Then fix a chair to the base to make the wheelchair.

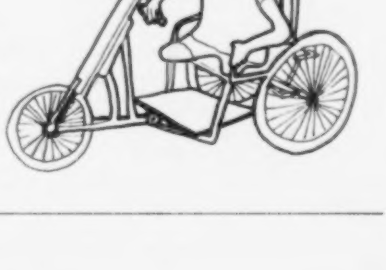


■ Some children who cannot walk may be able to ride on a tricycle.

If the child you train cannot control his or her body very well, try training him or her to move around on a tricycle.



■ Some people are able to move around on a wheelchair as shown in the picture.

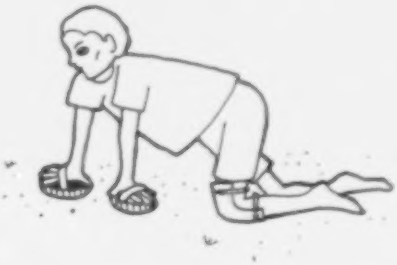


■ Some people who cannot use their legs, but who have strong arms can move around using a chair on three wheels. The front wheel of this chair is connected to a handle which the person turns with one hand.

Training Leaflet 5

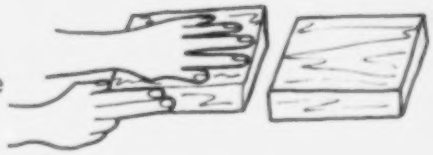
How the person can move by crawling

- If the person cannot move by walking, he or she may move by crawling. If the person crawls, the hips and knees may be bent most of the time during the day. Tell the person to sit with the knees straight during the day. Also tell the person to sleep with the hips and knees straight at night.

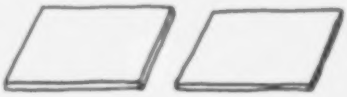


- If the person moves around by crawling, make hand and knee pads to protect the person's hands and knees from rubbing on the ground and becoming sore.

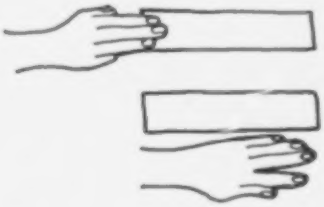
What you need to make hand pads



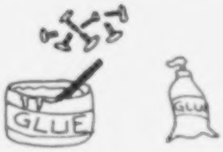
- You will need two blocks of wood, each the size of the person's hand. They should be two fingers thick.



- You will need two pieces of rubber, each the same size as the blocks of wood.

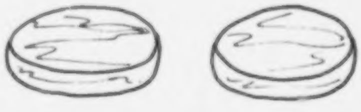


- You will need two straps of leather or rubber that are as long as your hand. They should be three fingers wide.



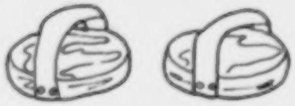
- You will also need nails and glue.

How to make hand pads

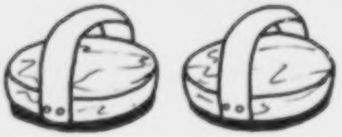


- First cut the blocks of wood in a shape that the person can hold easily.

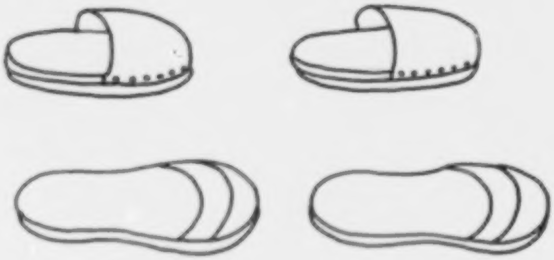
Smooth the wood and fix a strap of leather or rubber to each block so that the person can hold it easily.



- Put the pieces of rubber on the bottom of each block. These will keep the pads from slipping.

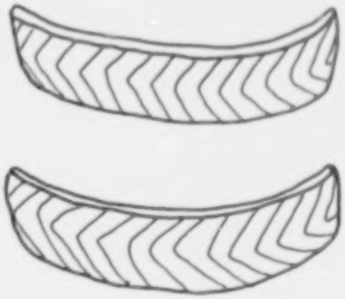


- Or the person may use slippers as hand pads.

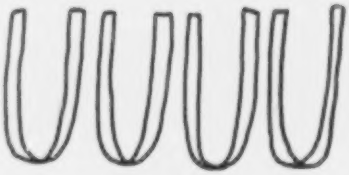


What you need to make knee pads

- You will need two pieces of tyre rubber or leather.

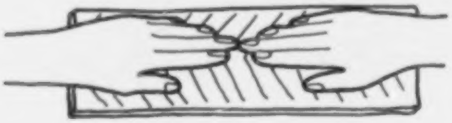


- You will need four long pieces of cloth or soft leather to make straps.

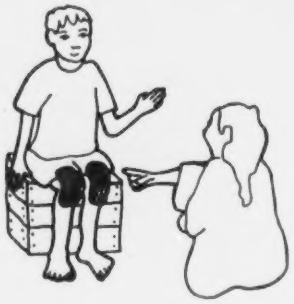


How to measure for knee pads

- The pads should be two hands long.

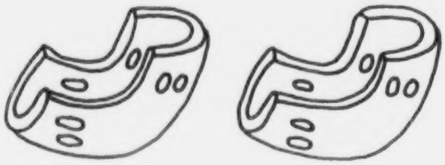


■ The pads should be wide enough to cover the front of the person's knee.



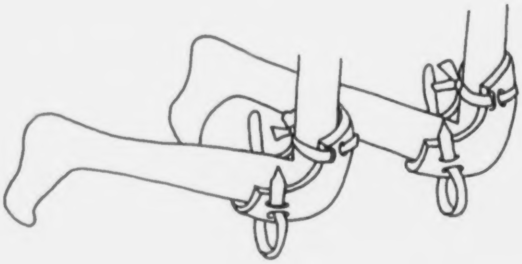
How to make knee pads

■ Make four holes at each end of the pieces of tyre rubber or leather. Put the straps through the holes.



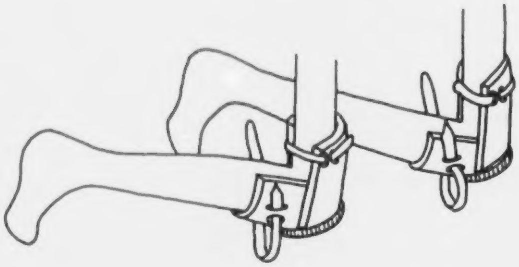
How to put on knee pads

■ Put the middle of the pad over the middle of the person's knee. Tie the straps above and below the knee as shown in the picture.



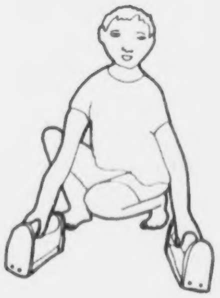
Another way to make knee pads

■ You can also make knee pads from wood and leather or rubber.

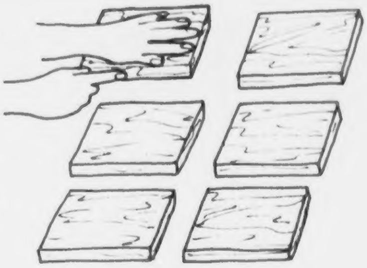


Training Leaflet 6

How the person can move by crouching



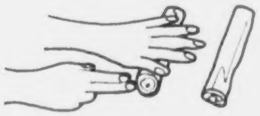
■ If the person cannot move by walking, he or she may move by crouching. If the person moves in this way, the hips and knees may be bent most of the time during the day. Tell the person to sit with the knees straight during the day. Also tell the person to sleep with the hips and knees straight at night.



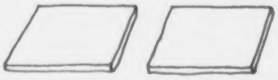
■ If the person moves by crouching, make hand-holds to protect the person's hands.

What you need to make hand-holds

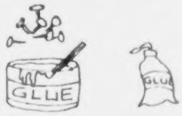
■ You will need six pieces of wood, each the size of the person's hand. The wood should be one finger thick.



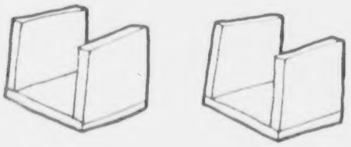
■ You will need two pieces of wood for handles. Each of them should be two fingers thick and as long as the width of the person's hand. You can cut these from a strong tree branch.



■ You will need two pieces of rubber, the same size as the pieces of wood, and nails and glue.

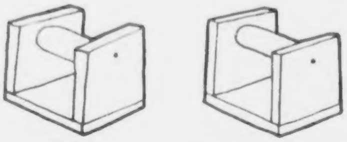


How to make hand-holds

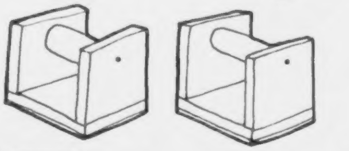


■ Use one piece of wood for the base and two pieces for the sides of each hand-hold.

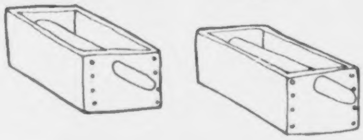
Fix two sides to each base with nails.



■ Fix the handles in place with nails.



■ Fix a piece of rubber to the bottom of each base to keep the hand-holds from slipping.

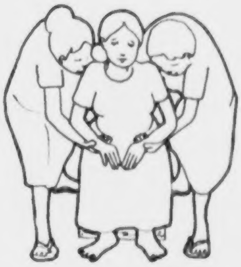


■ You can also make a hand-hold by putting a wooden stick through holes in each end of a small wooden box.

Training Leaflet 7

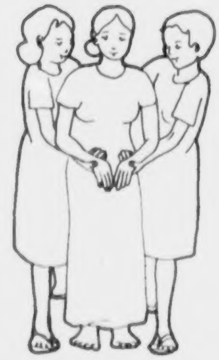
How the person can walk with two helpers

How to help the person stand up from sitting in a chair



- The two helpers stand on either side of the person.

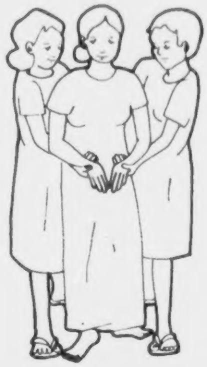
- Each helper holds the person with one arm around the back. With the other arm, each helper holds the person under his or her bent elbow, forearm, and hand.



- The person puts his or her feet flat on the ground and leans forward.

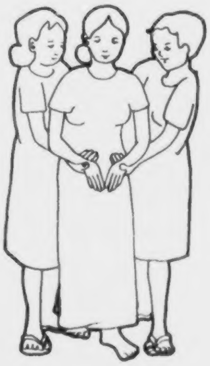
- Then the person stands up with the aid of the helpers.

How the person can walk with two helpers



- The helpers stand on each side of the person. Each helper holds the person with one arm around the person's body and the other arm under his or her bent elbow, forearm, and hand.

- The person first moves the stronger leg and then the other leg forward.



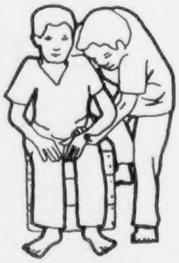
- The helpers move forward with the person as he or she walks.

- Walk with the person several times each day. Ask the person to try to walk with less help each day. Then ask the person to try to walk with the help of one person.

Training Leaflet 8

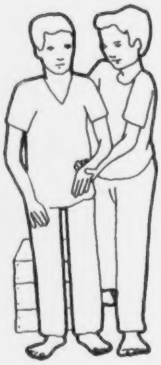
How the person can walk with one helper

How to help the person stand up from sitting in a chair



- The helper stands on the weaker side of the person.

- The helper bends his or her hips and knees to lean forward.

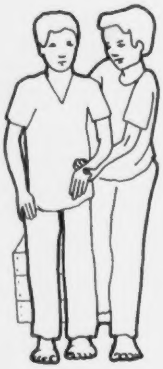


- The helper holds the person with one arm around his or her back. With the other arm the helper holds the person under his or her bent elbow, forearm, and hand.

- The person puts his or her feet flat on the ground and leans forward.

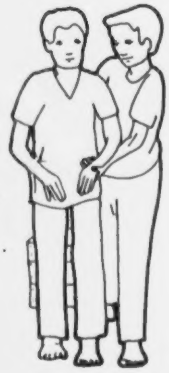
- The person then stands up with the helper.

How to help the person walk



- The helper holds the person with one arm around the person's body and the other arm under the person's bent elbow, forearm, and hand.

- The person first moves the stronger leg and then the other leg forward.



- The helper moves forward with the person as he or she walks.

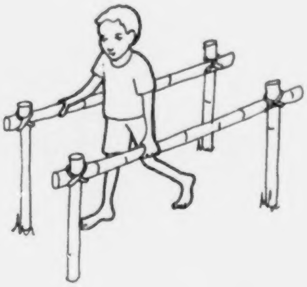
- If the person cannot move his or her weaker leg the helper must move this leg forward by pushing it.

- Walk with the person several times each day.

- Ask the person to try to walk with less help each day. Then ask the person to try to walk without help.

Training Leaflet 9

How the person can walk using two bars



■ The person can walk by using two bars as shown in the picture.

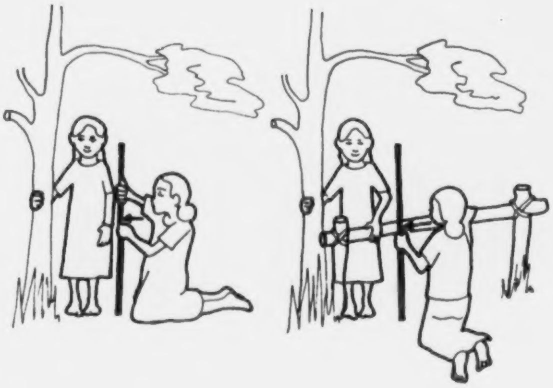
How to measure for the bars

■ The person stands up holding on to a tree or a wall with one hand. The other arm is by the side.

■ You then hold a long, thin stick at the person's side.

■ Mark the stick at the level of the person's wrist.

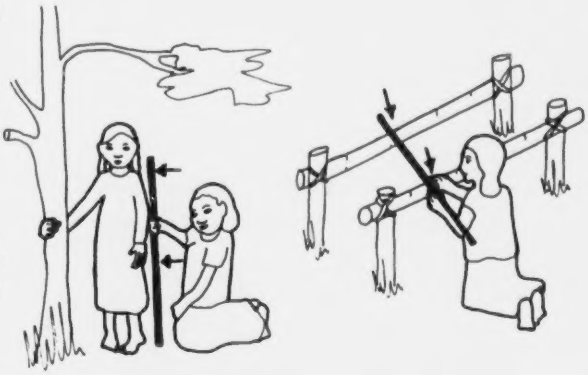
■ This point marks the height that the walking bars will be.



■ Now use the stick to measure the length of the person's arm.

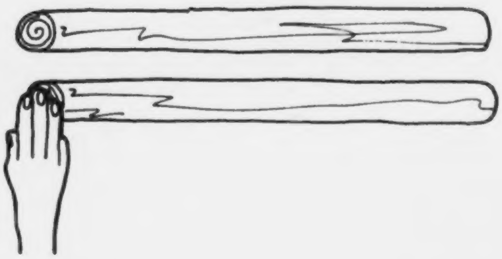
■ The bars should be as far apart as the length of the person's arm.

■ Make the bars as long as you like, according to how much space you have in the house or the yard.

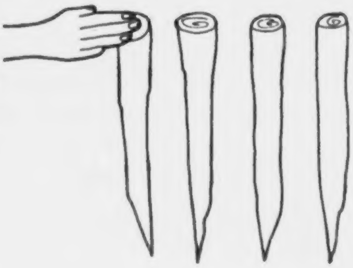


What you need to make the bars

■ You will need two poles as long as the bars will be. You can use bamboo or tree branches as poles. They should be at least three fingers thick and strong enough to hold the person's weight.



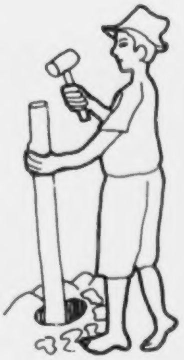
■ You will need four posts to fix the poles to. If you want the bars to be very long, you will need six posts or more. The posts should be at least three fingers thick. You may use strong wood or tree branches as posts. Or you may use trees as posts.



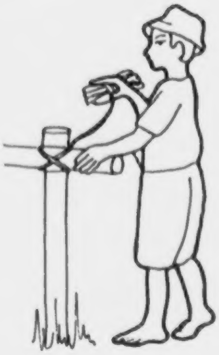
You will need rope to tie the bars to the posts.

How to make the bars

■ First dig deep holes to put the posts in the ground along the path where the bars will be. Push the posts all the way down into the deep holes.



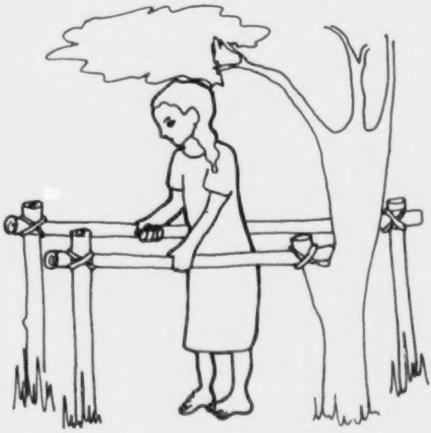
■ Tie the poles to the posts to make the bars. Put the rope in water first and use wet rope to tie the bars. Then when the rope dries it will hold the poles well.



How to teach the person to stand between the bars

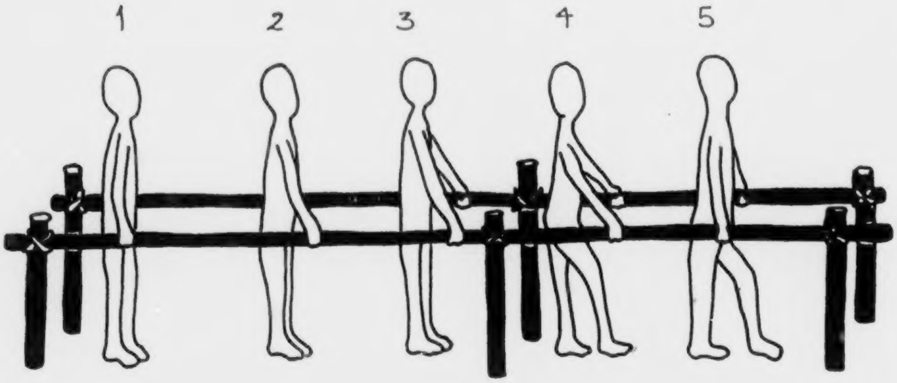
■ First make sure that the walking bars are strong enough. Push down on them to see if they can take your weight.

■ Then teach the person to stand holding on to the bars. The person should push down on the bars so that they take some of the person's body weight.



How to teach the person to walk between the bars

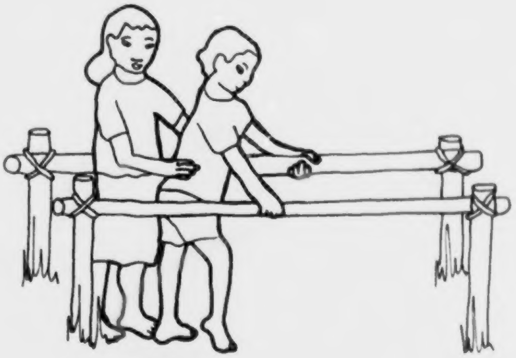
1. The person stands holding on to the bars.
2. The person moves one arm forward on one bar.
3. Then he or she moves the other arm forward on the other bar.
4. Next the person moves the weak or painful leg forward.
5. Then he or she moves the other leg forward.



- Teach the person to repeat this, first moving each arm and then each leg.

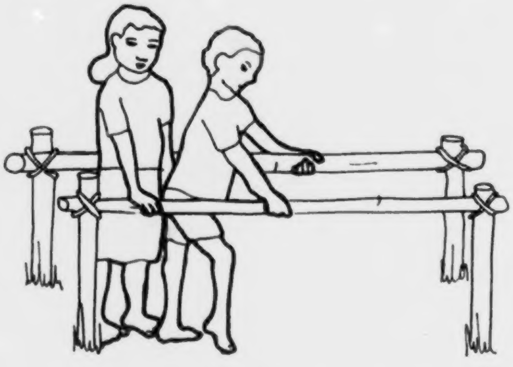
- When the person first starts walking using the bars, you may need to support him or her.

You can do this by standing behind the person and holding his or her waist.



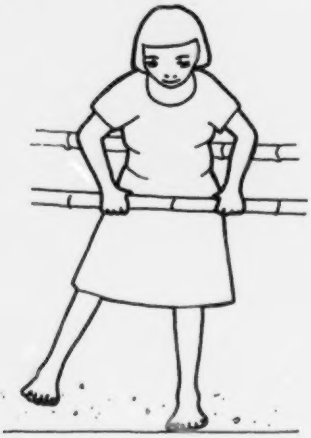
- The person may need a splint for the knee or the ankle. Speak to your Local Supervisor about this.

- You may need to support the person when he or she is using the bars. If so, try to let the person walk more and more without your help. Gradually give less support until the person can walk without your help.

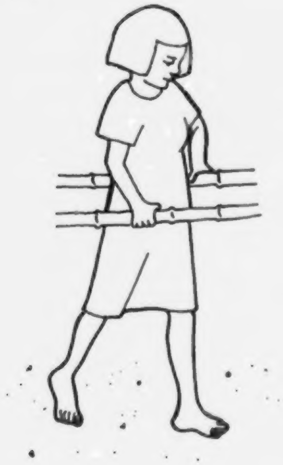


■ Then ask the person to do these activities in the bars:

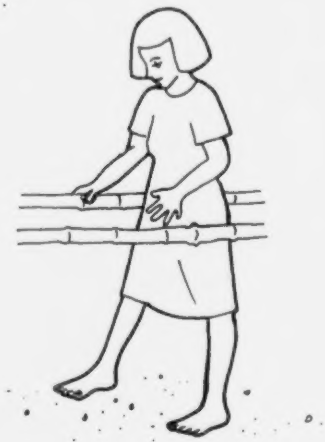
Walk sideways.



Walk backwards.



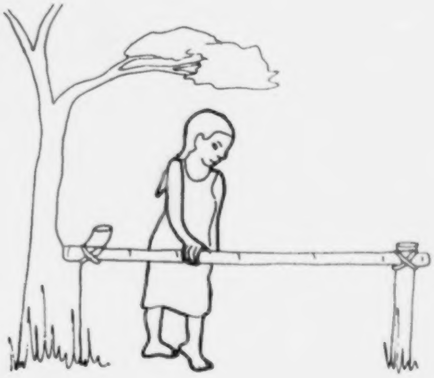
Stand on one leg and hold on to one bar with the opposite hand.



■ When the person is able to do these activities easily, he or she can try to walk using only one bar.

Training Leaflet 10

How the person can walk using one bar

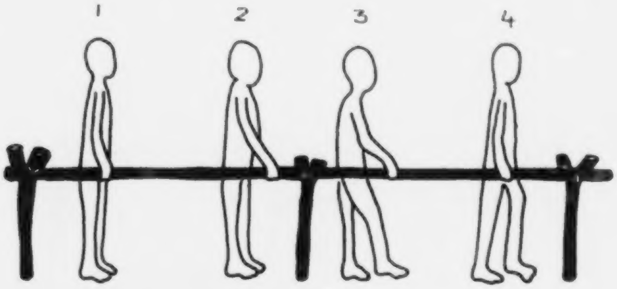


■ If the person you train does not need two bars, train the person to walk holding only one bar. Put the walking bar along a path that the person uses. It may be helpful to put it inside the home, in the yard, or along the path to the latrine.

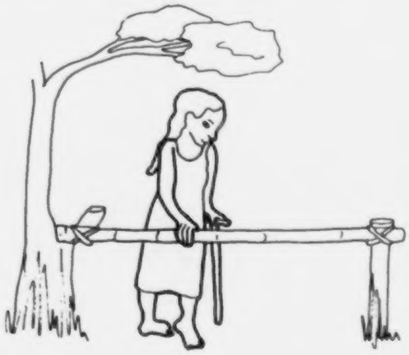
■ Make the one walking bar in the same way as shown in Training Leaflet 9 for making two bars.

How to teach the person to walk using one bar

1. The person stands holding on to the bar, pushing down with one hand.
2. Then the person moves the arm that is holding the bar forward.
3. Next the person moves the weak or painful leg forward.
4. Then he or she moves the other leg forward.



■ Teach the person to repeat this, first moving forward the arm and then each leg.

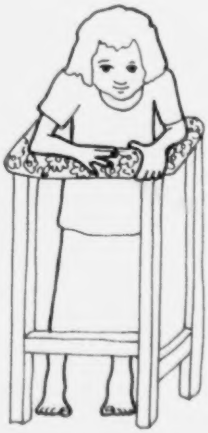


■ If the person needs more support, he or she can lean on a stick held in the hand which is not holding the bar. Or if there is a wall close by the person can put the free hand on the wall for support.

■ The person may need a splint for the knee or the ankle. Speak to your Local Supervisor about this.

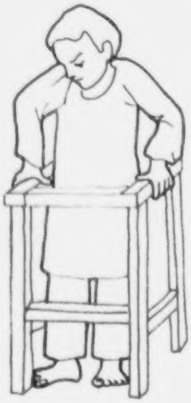
Training Leaflet 11

How the person can walk using a frame



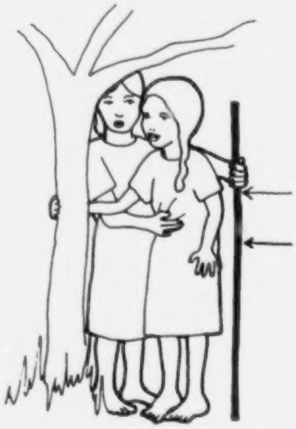
- Frames can be different heights according to how much support a person needs.

- If the person you train needs support for the upper part of the body, then the frame must be tall. It must be tall enough for the person to rest the forearms on top of the frame while holding it.



- If the person does not need support for the upper part of the body, make the frame shorter. Then the person can lean on the top of the frame with the hands.

How to measure for the frame

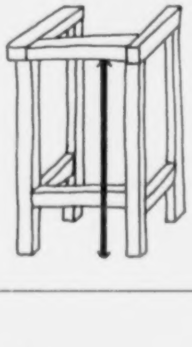


- First the person stand up holding on to a tree or wall with one hand. The other arm is by the side.

- Then you hold a long, thin stick at the person's side.

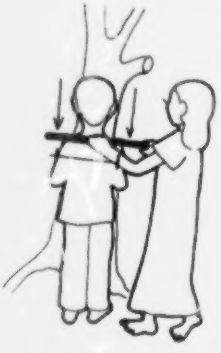
- If you are making a tall frame, mark the stick at a point about halfway between the person's armpit and waist.

- If you are making a short frame, mark the stick at the level of the person's wrist.

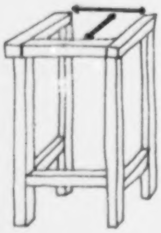


- This point marks the height that the frame will be.

- Now measure the distance between the person's shoulders with the stick.

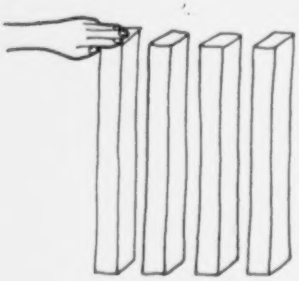


- The inside of the frame should be as wide and as deep as this distance; it will be a square with one side missing.

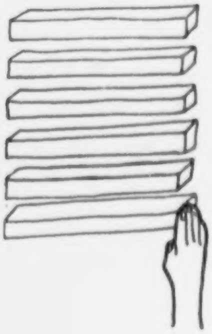


What you need to make a wooden frame

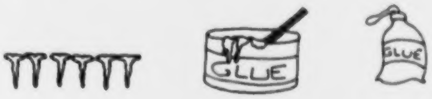
- You will need four pieces of wood as high as the frame will be.



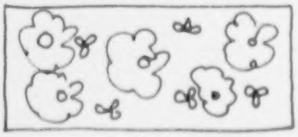
- You will need six pieces of wood as long as the width of the frame. The wood should be three fingers thick and very strong. You can use tree branches for this.



- You will need screws and glue.



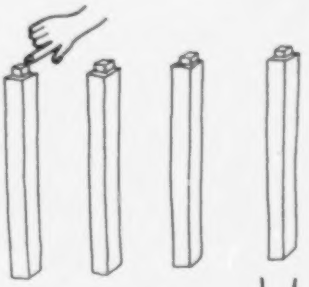
- You will need cloth to make padding.



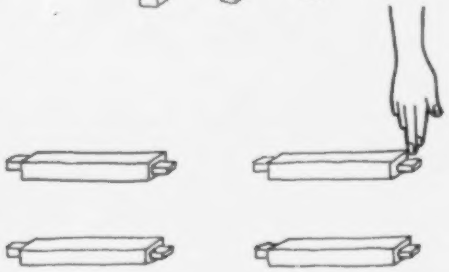
- You will need four small pieces of rubber for the ends of the legs of the frame.

How to make a wooden frame

■ Take the four long pieces of wood. Cut each piece out at one end to make a square-shaped peg. The peg should be the thickness of one finger.

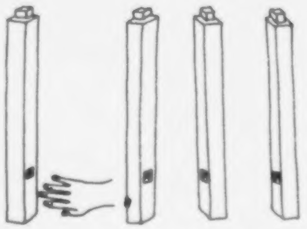


■ Take four short pieces. Cut a piece of wood away at one end. The piece you cut off should be two fingers in width. Cut each out at both ends to make square-shaped pegs as you did for the long pieces.



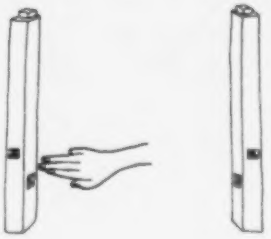
■ At the lower end of each of the four long pieces mark a point the width of your hand from the ground.

Make holes at these points. Make the holes so that the pegs of the short pieces will fit into them.



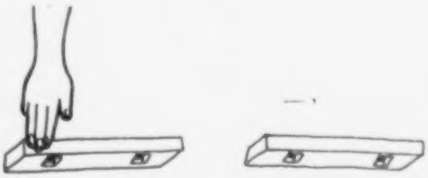
■ On two long pieces mark a point three fingers above the level of the holes you made. Mark these points on one side of the long piece only. Mark each point on a side next to the one in which you made the first holes. Look at the picture to see how this is done.

Make holes at these two points into which the pegs will fit.



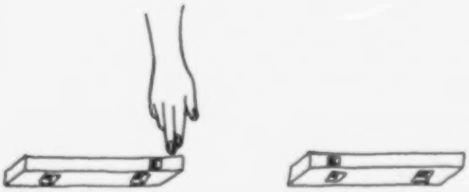
■ Take the two short pieces of wood that you have not yet used. In each of them make 2 holes.

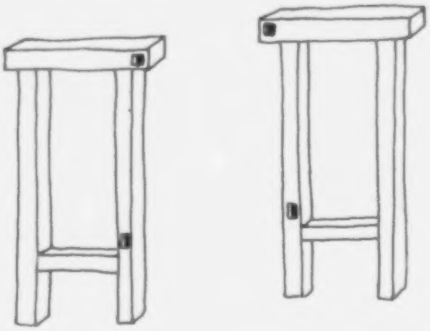
The pegs of the long pieces will fit into these holes. Make the holes three fingers from the edge of the wood.



■ Take the two short pieces in which you made holes. Make two more holes as in the picture. Make each hole two fingers from the edge of the wood.

Make the holes so that the pegs of the short pieces will fit into them.



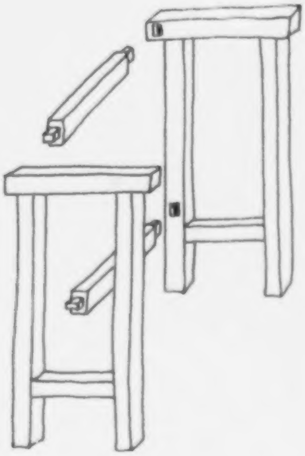


■ Make one side of the frame by joining two long pieces with two short pieces.

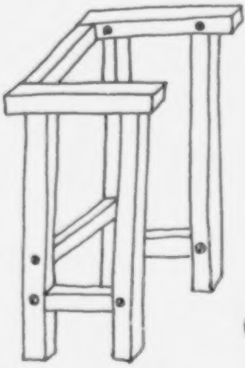
Put one short piece with pegs into the lower holes of two long pieces.

Put one short piece with holes across the top.

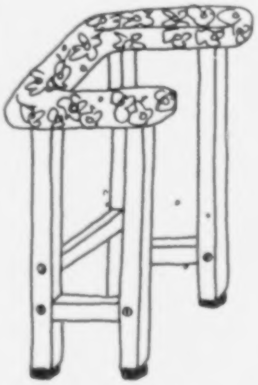
■ Join the other two long pieces in the same way using two short pieces. This makes the other side of the frame.



■ You now have two short pieces with pegs left over. Fit these into the two sides of the frame as shown in the picture. Fix together using glue.



■ Put in screws to keep the pegs in place.

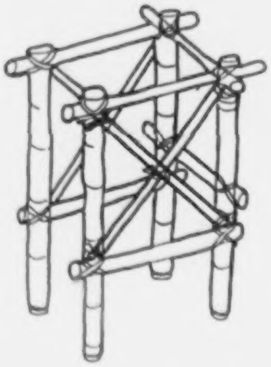


■ Make the top part of the frame smooth so that it will not hurt the person's hands.

Or you can wrap a piece of cloth around this part of the frame so that it will be easier for the person to hold.

■ Fix pieces of rubber to the bottom of the legs of the frame so that it will not slip.

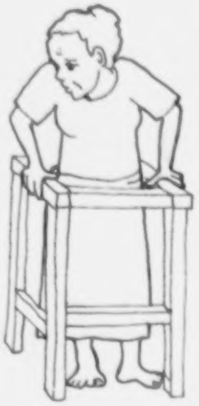
A frame made of bamboo



■ You can also make a frame of bamboo. To do this, tie together bamboo in the form of a frame with strong rope.

First put the rope in water and use the wet rope to tie the bamboo. Then when the rope dries it will hold the bamboo firmly together.

How to teach the person to stand using a frame

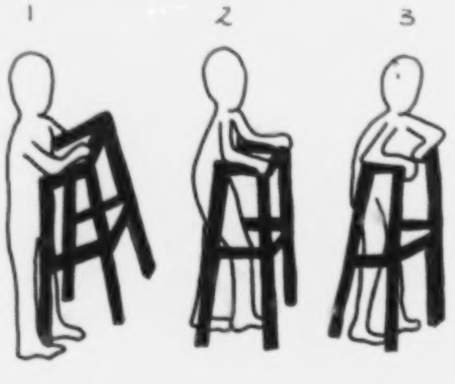


■ The person stands holding the top of the frame. His or her feet must be placed in the middle of the frame.

The person leans forward on the frame so that the frame holds some of the person's body weight.

How to teach the person to walk using a frame

1. First the person moves the frame forward by lifting or by pushing it.
2. Then he or she moves the weak or painful leg forward.
3. Then he or she moves the other leg forward.

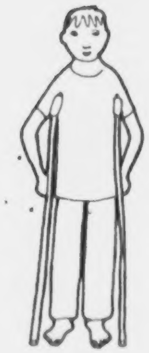


■ Teach the person to repeat this, first moving the frame and then each leg forward.

■ The person may need a splint for the knee or the ankle. Speak to your Local Supervisor about this.

Training Leaflet 12

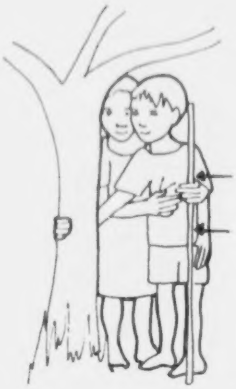
How the person can walk using two crutches



- The person can walk using two crutches as shown in the picture.

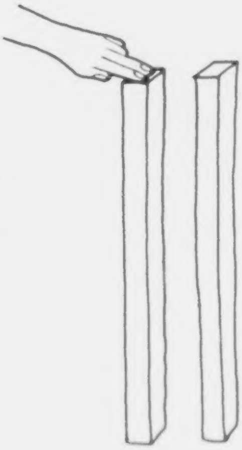
How to measure for the crutches

- First the person stands up holding on to a tree or wall with one arm. The other arm is by the person's side.

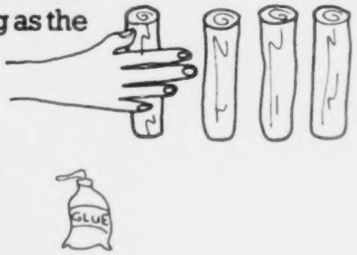


- Then you hold a long stick against the person's side.
- Put two fingers below the armpit of the person and mark the stick at this point. This point marks how long the crutches will be.
- Then mark the stick at the level of the person's wrist. This will be the place for the piece of wood for the person's hand.

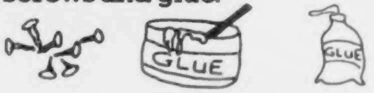
What you need to make the crutches



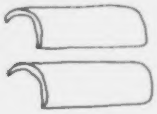
- You will need two pieces of wood that are as high as the crutches and as thick as two fingers.
- You will need four round pieces of wood that are two fingers thick and as long as the width of your hand.



- You will need screws and glue.



- You will need cloth or soft rubber for padding.



- You will need two pieces of rubber for the bottom of the crutches.

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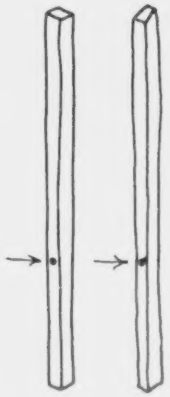
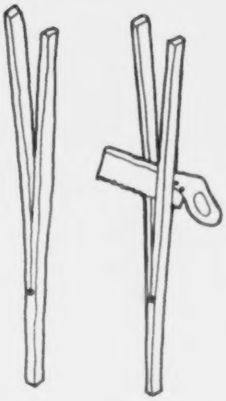
How to make crutches

- Each long piece of wood is to make one crutch. On each of the long pieces of wood, mark a point at one-third of its length from the ground up.

- Make a hole through the wood at this point. The hole should be the size of your little finger. Make very sure that you make the hole in the centre of the piece of wood.

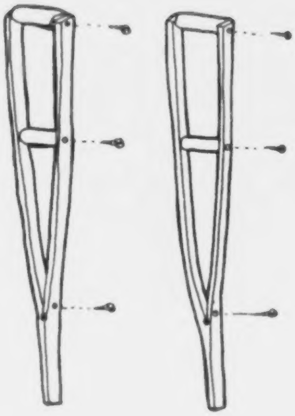


- Split each piece of wood from the top down to the point that you have marked.



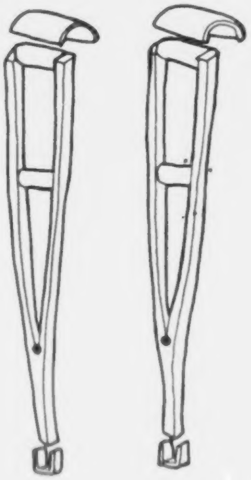
- Now put two short pieces of wood in each crutch. One piece goes at the mark you have made for the position of the hand. The other piece goes at the top of the crutch inside the split wood.

- Screw these in place. Also put a screw just above the point where the split in the wood ends. This will prevent the crutch from breaking.



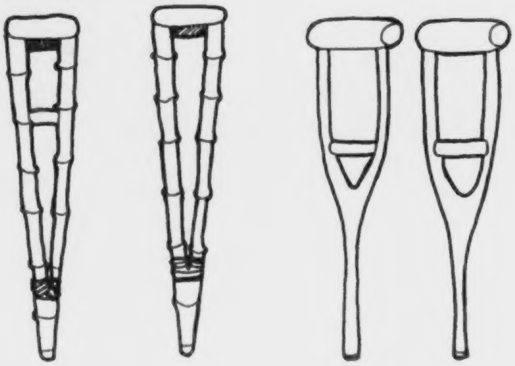
- Fix cloth or soft rubber on to the top piece. This is padding for the sharp edges to prevent the crutch from hurting the person.

- Fix a piece of rubber to the bottom of each crutch to prevent it from slipping.



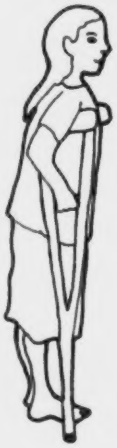
How to make crutches from bamboo or tree branches

- You can also make crutches from bamboo or tree branches.

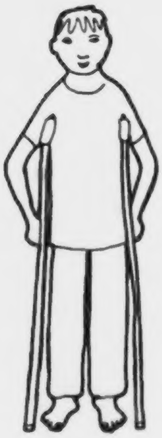


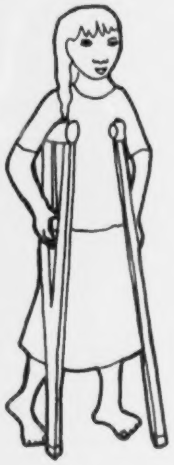
How to teach the person to stand using two crutches

- The person must hold the crutches at the lower bar. The elbows should be slightly bent.



- The person must press the upper bar against the chest and not into the armpits.





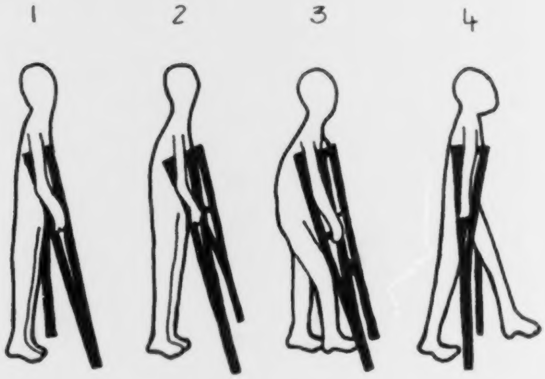
- The bottom of the crutches should be on the ground, a little in front and to the side of the toes.

- The person should lean forward on the crutches, putting his or her weight on the hands and not on the top bar of the crutches.

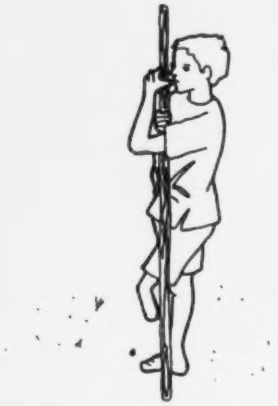
When the person is standing, he or she should always push down on the crutches for support.

How to teach a person to walk using two crutches

1. The person moves one crutch forward.
2. Then he or she moves the other crutch forward.
3. Next the person moves the weak or painful leg forward.
4. Then he or she moves the other leg forward.



- Teach the person to repeat this, first moving each crutch forward and then each leg.



- The person may need a splint for the knee or the ankle. Speak to your Local Supervisor about this.

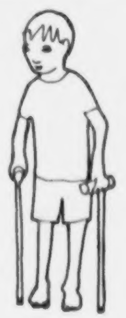
How the person can walk using a long pole

- Instead of crutches the person may find it easier to use a long pole for moving around.

Training Leaflet 13

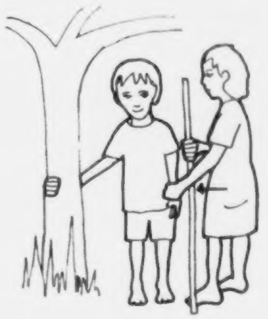
How the person can walk using two sticks

- The person can walk using two sticks as shown in the picture.



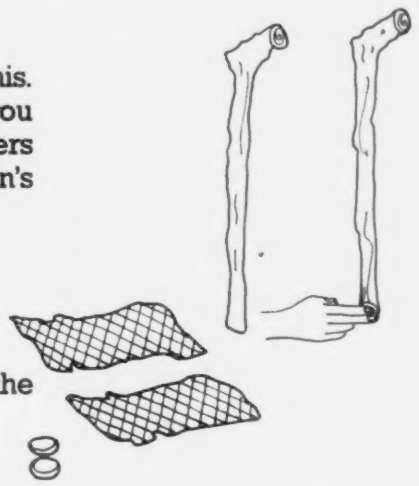
How to measure for the sticks

- First the person stands up holding on to a tree or wall with one hand. The other arm is by the person's side.
- Then you hold a long, thin stick against the person's side.
- Mark the point on the stick which is at the level of the person's wrist. This point marks how long the sticks will be.

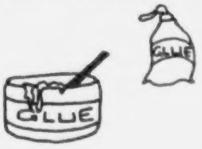


What you need to make the sticks

- You will need two strong tree branches shaped like this. The branches should be as long as the distance you measured above. The branches should be two fingers thick. They must be strong enough to hold the person's weight.



- You will need cloth for the handles.
- You will need two pieces of rubber for the bottom of the sticks.
- You will need glue.

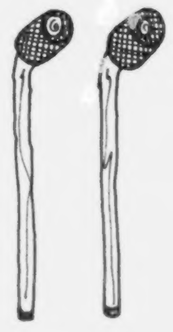


How to make the sticks

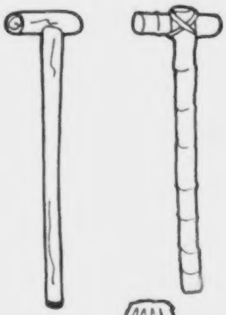
- First smooth the ends of the sticks that will be the handles so that the wood will not hurt the person's hands.

Or wrap pieces of cloth around the handles to make them easier for the person to hold.

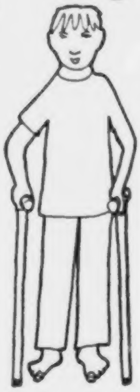
- Fix the pieces of rubber to the bottom of the sticks so that they will not slip.



- You can also make sticks from strong wood or bamboo.



How to teach the person to stand using two sticks



- The person holds one stick in each hand so that the ends of the sticks are on the ground a little in front of and to the side of the toes.

- The person should push down on the sticks so that they hold his or her weight at all times.

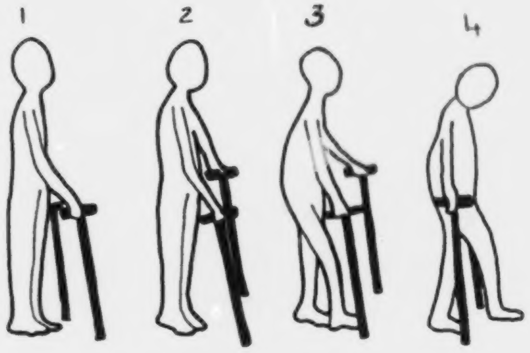
How to teach the person to walk using two sticks

1. The person moves one stick forward.

2. Then he or she moves the other stick forward.

3. Then he or she moves the weak or painful leg forward.

4. Then he or she moves the other leg forward.



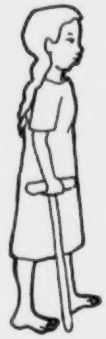
- Teach the person to repeat this, first moving each stick and then each leg forward.

- The person may need a splint for the knee or the ankle. Speak to your Local Supervisor about this.

Training Leaflet 14

How the person can walk using one stick

■ If the person you train does not need the support of two sticks, you may be able to train the person to walk using just one stick. The way to make sticks is described in Training Leaflet 13.

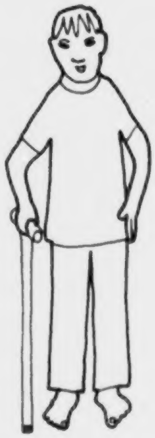


How to teach the person to stand using one stick

■ The person stands holding the stick in the hand on his or her stronger side.

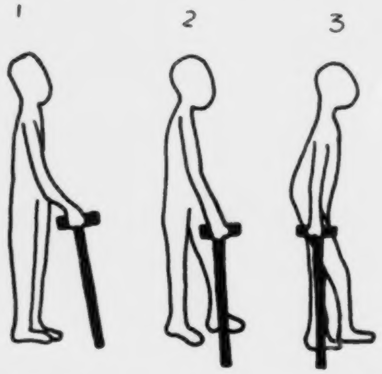
■ He or she puts the end of the stick a little in front of and to the side of the toes.

■ The person should push down on the stick at all times so that it holds some of the person's body weight.



How to teach the person to walk using one stick

1. The person moves the stick forward.
2. Then he or she moves the weaker leg forward.
3. Next the person moves the other leg forward and puts it in front of the weaker leg.

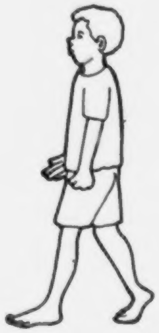


■ Teach the person to repeat this, first moving the stick and then each leg.

■ The person may need a splint for the knee or the ankle. Speak to your Local Supervisor about this.

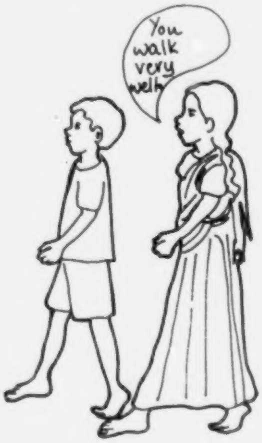
Training Leaflet 15

How the person can walk without help



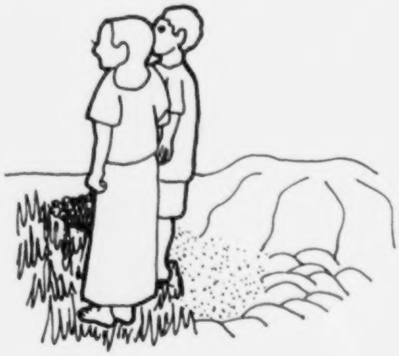
■ If the person you train has no weakness of the body or legs, you may be able to train him or her to walk without help.

How to train the person to walk without help


You walk very well!

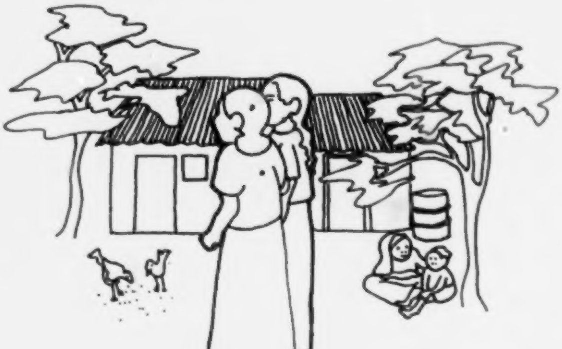
■ Stand close to the person as he or she is walking. Talk with the person as you walk together. Count as you walk and teach the person to move a foot each time you count.

■ When you feel that the person is trying hard or is walking well, tell him or her. Show the person that you are pleased. This will encourage him or her to keep trying.



■ Walk together inside the home and in the yard. Walk on different types of ground. Walk on sandy, grassy, hilly, or uneven ground.

■ Take the person for walks around the village.



■ Take the person for walks as often as possible. Little by little, increase the distance you walk. Little by little, walk faster.

At the same time, make sure that the person does not get tired.

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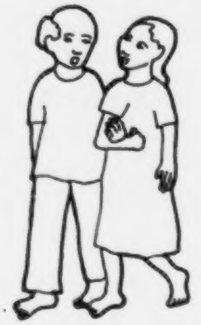
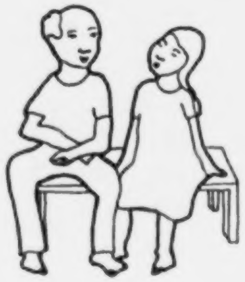
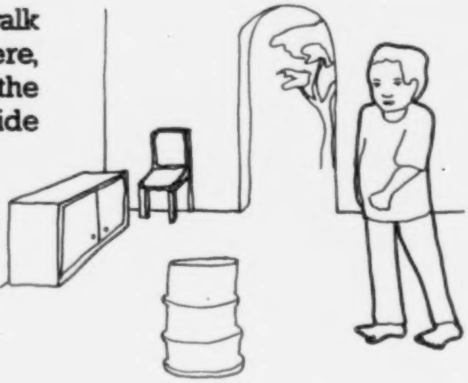
■ There may be times when the person needs help when walking. Ask the person to hold your elbow when he or she needs help.



■ There may be times when the person needs to rest from walking. Then you should sit down and stop for a while. When the person has rested, continue walking together.

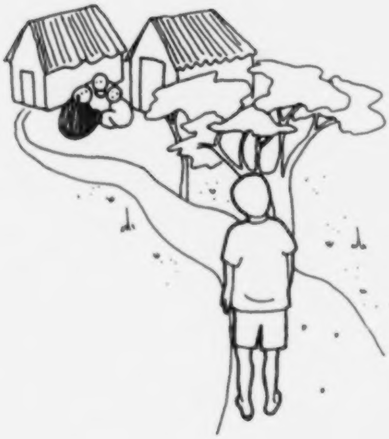


■ When you think that the person can walk without help and without you being there, tell the person to try to walk alone. Tell the person to begin trying to walk alone inside the home.



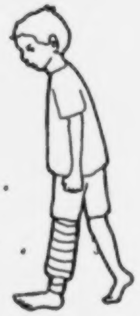
■ When he or she can do this, tell him or her to try to walk alone outside the home. The person should begin with a short distance and gradually increase the distance until he or she can walk longer distances.

Tell the person to visit neighbours and friends or go to meetings and religious places by himself or herself.



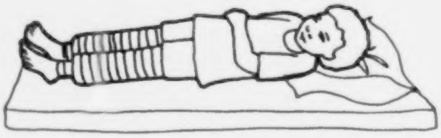
Training Leaflet 16

How to make a splint for the knee



- The person's knee may bend forward when he or she stands. Or the knee may bend too far backward when the person stands. Then the knee is not in a good position for walking.

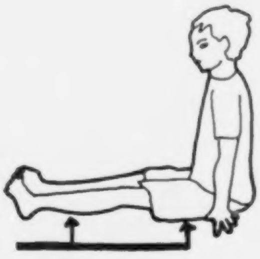
If the person's knee is not in a good position when he or she walks, make a splint to support the knee.



- Make splints for a person's knees if the person sits or crawls during the day and cannot keep the knees straight at night. The person can wear the splints at night to prevent the knees becoming stiff in the bent position.

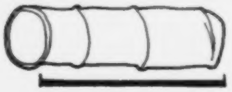
How to measure for the splint

- The person first sits with the knees straight.
- Then you hold a long, thin stick next to the person's leg to measure for the length of the splint.

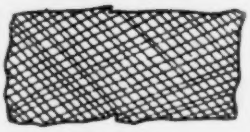


- Place one end of the stick at the point which is halfway between the knee and the person's buttock.
- Then mark the stick at the point which is halfway between the person's knee and heel.
- The splint must be as long as the distance between these two points. If the splint is shorter than this it will not support the knee.

What you need to make the splint from bamboo



- You will need a piece of strong bamboo which is as long as the splint will be.

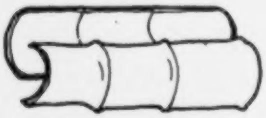


- You will need a piece of cloth to cover the bamboo.

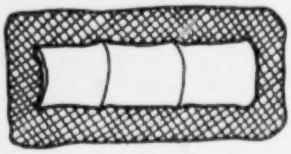
- You will need bandages or cloth to hold the splint on the leg.

How to make the splint

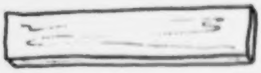
- Split the bamboo into two pieces along its length.



- Smooth the bamboo on the inside. Cover the inside with the cloth.



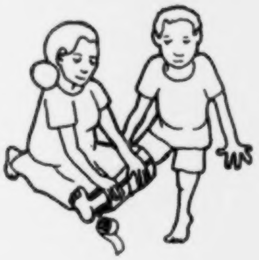
- You can make the splint from wood instead of bamboo.

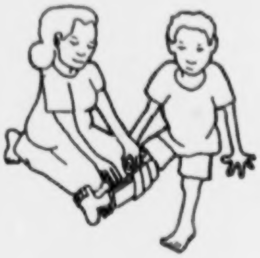


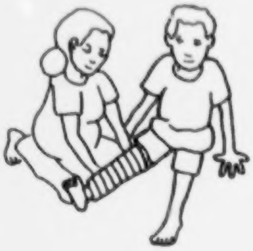
- If the person is a child, you can use very thick layers of paper, such as newspapers instead of bamboo or wood to make the splint.

How to put on the splint

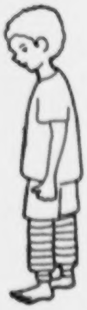
- Put on the splint so that the middle of the splint is behind the middle of the person's knee.
- Wrap the bandages or cloth around the knee and the splint to hold the splint well against the leg, without being too tight.

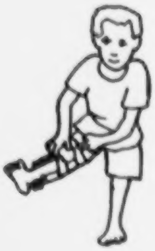






- Make splints for both knees if necessary.

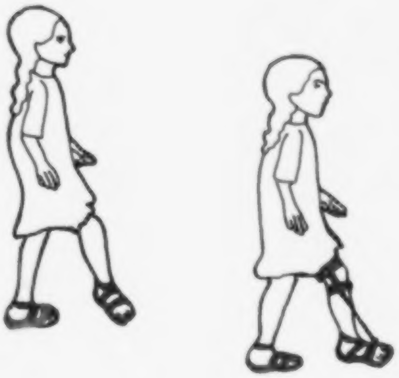




- Teach the person to put the splint on and to take it off without help.
- Teach the person to walk using the splint.

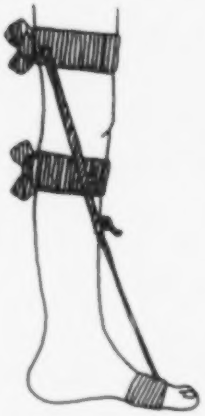
Training Leaflet 17

How to make a splint for the foot



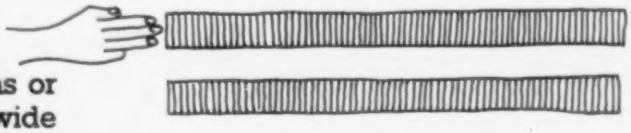
- The person's foot may drag on the ground when he or she walks. Make a splint for the person to wear when walking so that the foot will not drag on the ground.

How to wear the splint

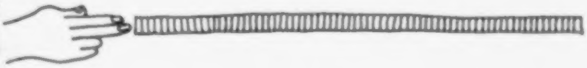


- Tie two wide straps firmly on the leg. Tie one above the knee and the other below. A narrow piece of cloth holds the two straps together.
- Put a strap around the foot. The strap has a piece of string or elastic sewn to it. The string should be on the middle of the person's foot.
- Tie the other end of the elastic to the narrow piece of cloth which holds the straps together.

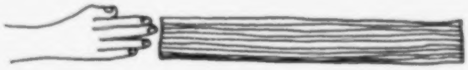
What you need to make the splint



- You will need two straps of canvas or thick cloth which are three fingers wide and long enough to tie around the leg.



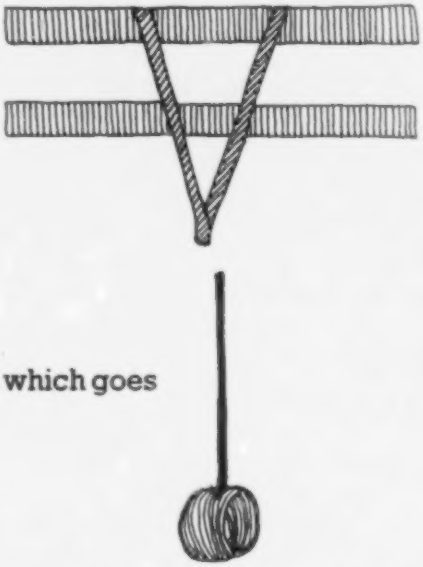
- You will need a strap of canvas or thick cloth which is two fingers wide. It should be as long as the straps which are tied around the leg.



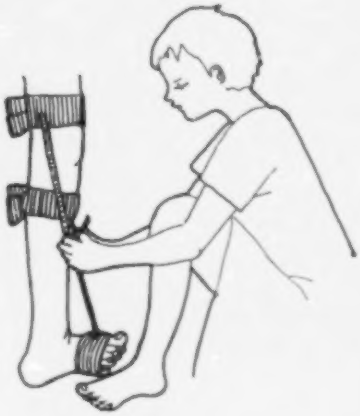
- You will need a strap of canvas or thick cloth that will fit around the person's foot. It should be three fingers wide.
- You will need a piece of string or elastic which is the length of the person's leg from the knee to the ground.

- You will need a needle and thread.

How to make the splint

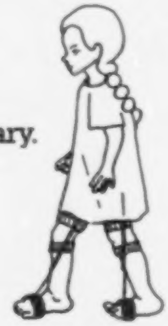


- Put the two wide straps flat on the ground or on a table. The distance between them should be the length of your hand.
- Fold the narrow strap in two. Fix this strap to the wide straps so that it will lie on each side of the knee, as shown in the drawing.
- Fix the piece of string or elastic to the strap which goes around the foot.

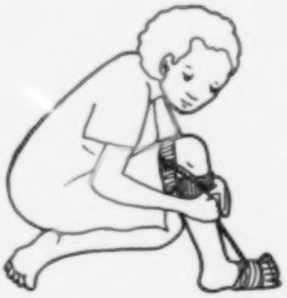


- If the person does not wear shoes or sandals, make a strap to go around the person's foot. If the person wears shoes or sandals, the strap can go around them.

When the person puts on the splint, tie the string to the narrow strip. Tie the string so that it will hold the person's foot up when he or she walks.



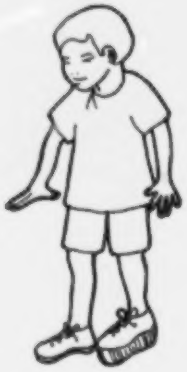
- Make splints for both feet, if necessary.



- Teach the person how to tie on the splint. Put the strap around the foot. Fix the string to the narrow strap.
- Teach the person to take off the splints without help.
- Walk with the person. Find out if he or she has difficulty using the splint. If the person has difficulty walking he or she may need to use sticks. Talk to your Local Supervisor about it.

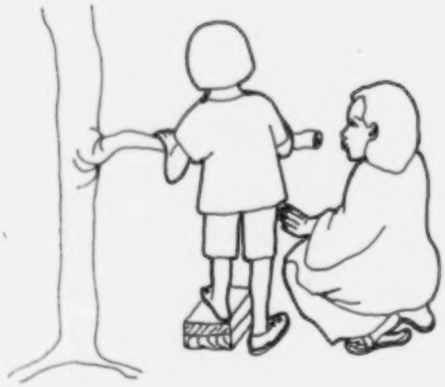
Training Leaflet 18

How to make a shoe raise



■ One of the person's legs may be shorter than the other. Make a raise for the shoe that the person wears on the foot of the shorter leg.

How to measure for the shoe raise



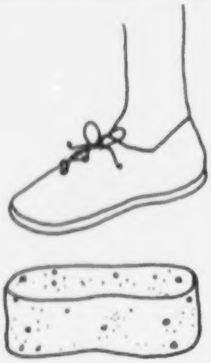
■ First the person stands up holding on to a tree or wall.

■ Put pieces of flat wood under the foot of the shorter leg until the person is able to stand up perfectly straight.

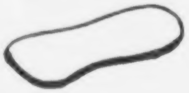
■ Now measure carefully the pieces of wood that you put under the foot. You will need to know exactly how high they are. This will be the height of the shoe.

What you need to make the shoe raise

- You will need a piece of cork or light wood. Make this the same width, length, and shape as the bottom of the person's shoe.



- You will need a thin piece of rubber in the same shape as the cork or light wood.

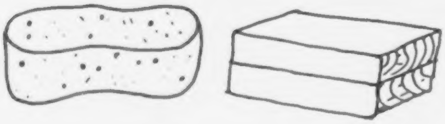


- You will need glue.

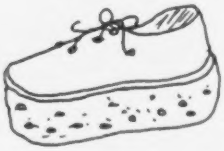
How to make the shoe raise

- Cut the cork or light wood to make it the correct height.

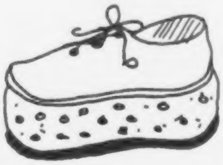
Shape the raise to the bottom of the shoe.



- Fix the raise to the shoe.



- Fix the rubber to the bottom of the raise. This prevents the shoe from slipping.



- Teach the person to walk using the shoe raise.

Results

After you have used the package for some time, answer the questions.

Begin by watching the person you are training. Then answer the questions by putting the date in one box after each question. Put the date in the box beside "Alone" if the person moves around the home or village without the help of another person, or if the person walks without a person or support (except a splint or a shoe raise). Put the date in the box beside "With bars, frame, crutches, or cane" if the person walks using one of these aids. Put the date in the box beside "With help of a person" if the person moves around or walks with help from another person. Put the date in the box beside "Not at all" if the person does not move around or walk in the house or the village.

Moves inside the home? (including walking, crouching, crawling, or using trolley)	Alone	
	With help of a person	
	Not at all	
Moves around the village? (including walking, crouching, crawling, or using trolley)	Alone	
	With help of a person	
	Not at all	
Walks at least 10 steps?	Alone	
	With bars, frame, crutches or cane	
	With help of a person	
	Not at all	

If all of your answers are "Alone," you and the person have done well. Now you no longer need this package.

If any answer is "With the help of a person", "With bars, frame, crutches, or cane", or "Not at all", it may be because of one of the reasons listed on the next page. Go through the list to find a possible reason for the answer and see what you can do about it.

REASON	WHAT TO DO ABOUT IT
1. The person does not wish to do this activity.	Talk with the person about why it is important to move around. Tell the person about the activities he or she can do in the house or yard or village. If the person still does not wish to move around, stop using this package.
2. You have not trained the person long enough.	Continue training the person. If you have no results in six months, ask your Local Supervisor for advice.
3. You have not followed the instructions carefully.	Read the package again. If you think you have not understood the instructions, speak to your Local Supervisor. Then repeat the training until the person can do the activity. Then stop using this package.
4. The person cannot be trained to do the activity because of his or her disability.	The person will continue to need help for the activity. Discuss with your Local Supervisor whether you should stop using this package.

If you continue to use this package, train the person for some time. Then answer all the questions again to see if the person does more activities.

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

TRAINING IN THE COMMUNITY FOR
PEOPLE WITH DISABILITIES

14.

Training package for a family member of a person who has difficulty moving

How to train the person to take care of himself or herself

What Is This Package For?

The instructions in this package will help you to train the person who has difficulty moving to take better care of himself or herself. The training includes how to eat, drink, bathe, clean the teeth, wash clothes, use the latrine, and dress without help.

World Health Organization
Geneva, 1989

World Health Organization 1989

14. Training package for a family member of a person who has difficulty moving

How to train the person to take care of himself or herself

■ A person who can take care of himself or herself will be happy that he or she can do so. The person will not feel dependent on other people.

Help a child or an adult with difficulty moving to be as independent as possible by training the person to take care of himself or herself.

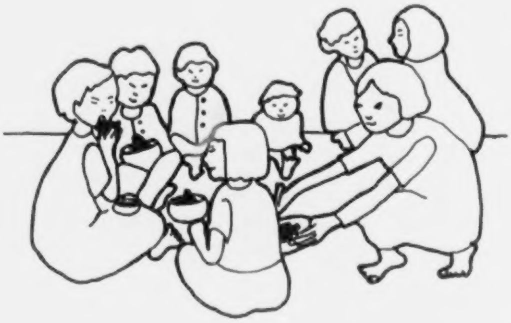
Feeding oneself is important

■ Feeding oneself is important. People with disabilities who do not feed themselves may not get enough food. They may become ill for this reason.

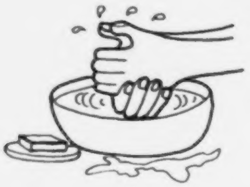
■ A person who has a disability needs the same food and drink as other people of the same age. Make sure that the person you train eats the same food as others of the same age.

■ People eat in many different ways. Some people use fingers. Other people use spoons or sticks. Some use one hand, others use both hands.

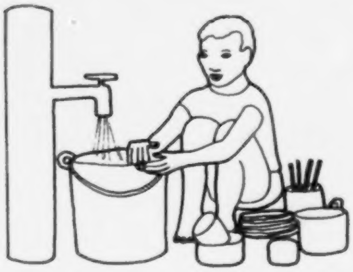
■ If the person was able to eat alone before becoming disabled, teach him or her to eat in the way the person did before becoming disabled. Choose another way only if this is not possible.



Keeping clean when eating and drinking

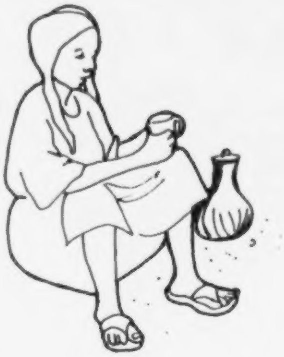


■ Keeping clean helps to prevent disease. So you should teach the person to wash his or her hands with soap and water before and after eating.



■ Teach the person to wash things used for eating and drinking, such as plates, spoons, and cups, after every meal.

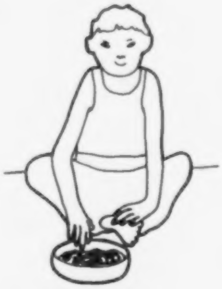
Tell the person to keep them in a place away from dust and flies.



■ Pots with water for drinking should be covered with lids to protect the water from dirt, flies and other insects.

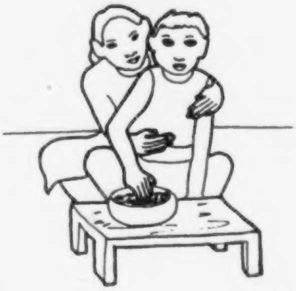
■ Teach the person always to boil water to be used for drinking. And then to cool it. Clean water helps prevent disease.

How to sit while eating and drinking



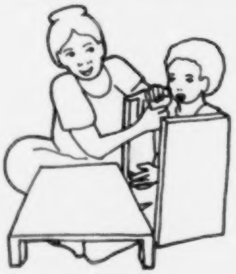
■ The person you train should be in a comfortable position for eating. If possible, he or she should be sitting so that the hands are free.

■ If the person cannot sit alone with the hands free, help him or her to sit supported in the following ways:



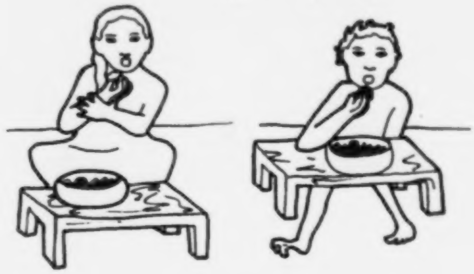
■ Sit on one side of the person and support him or her with your arm. Then the person's hands will be free for eating and drinking.

- Or find a box for the person to sit in so that the body is supported and the hands are free.



- The person may be able to sit on a chair and lean on a table for support while eating.

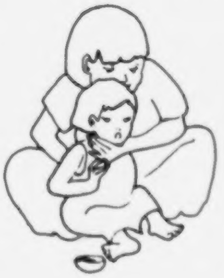
Leaning forward will help the person to keep the head from falling back.



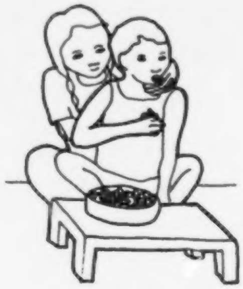
- If the person cannot hold up his or her head, put your arm behind the person's neck to keep the head from falling back.

Holding your hand under the person's chin will keep the head from falling too far forward.

You can also use a collar to hold the person's head up. Ask your Local Supervisor for advice on how to make a collar.

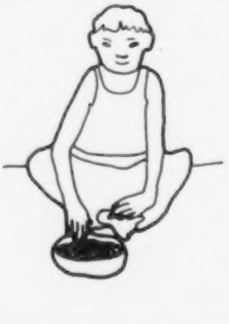


- If the person's head always turns to one side, sit on the other side of the person and turn the person's face forward with your hand.

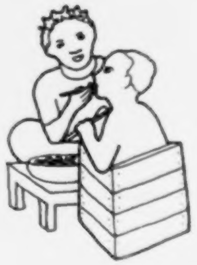


What to remember when beginning the training

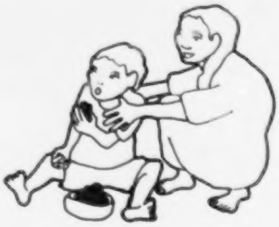
- Let the person eat and drink slowly. Do not try to make him or her eat faster.



- When you first begin training the person, he or she may not be able to eat a whole meal without help. Let the person eat as much as possible without help. Then feed him or her the rest of the meal.



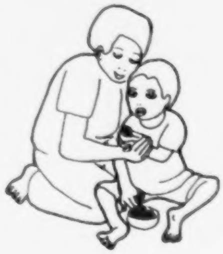
- When the person you train learns to eat in the way you are teaching him or her to, or learns to eat alone, show that you are pleased. In this way you encourage him or her to want to learn more.



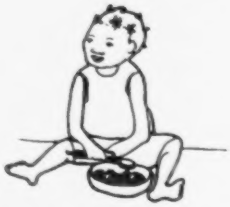
Eating

How to pick up food and take it to the mouth

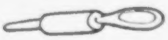
- Teach the person to pick up food and take it to the mouth using one or both hands.



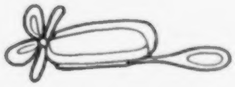
- If the person can use a spoon for eating, make it easier for the person to hold the spoon by making the handle thicker.



- Use cane or bamboo to make the handle thicker.

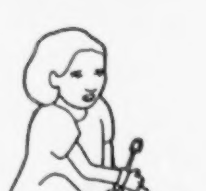


- If the person does not have fingers or cannot use the fingers to hold a spoon, make an arm band with a pocket for the spoon.

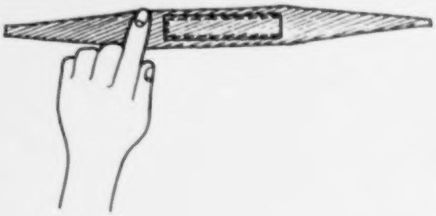


- Fix the band to the person's arm or hand.

Then teach the person to pick up the food with the spoon and take it to the mouth.

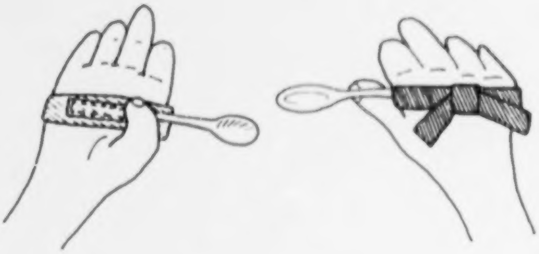


■ Make the band like this out of cloth. It should be as wide as half the length of one finger. Make a pocket on the band.



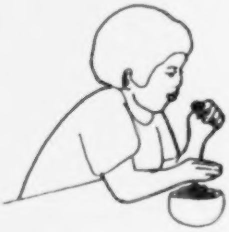
Put the handle of the spoon into this pocket.

Then tie the band to the person's hand.

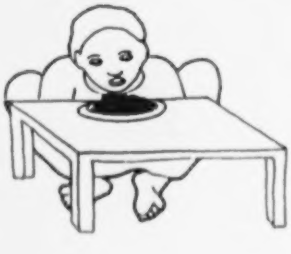


■ The person may not be able to lift his or her hand to the mouth. If so, tell the person to rest the elbow on the ground, the knee, or on a table.

Or teach the person to lift the hand to the mouth using the other hand.



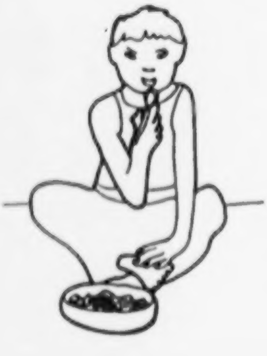
■ The person may not be able to use the arms for eating. If so, teach the person to bend the head and bring the mouth down to the food on the plate. You may have to put a heavy object next to the plate to prevent it from moving.



How to take food into the mouth

■ Teach the person to put food and drink into the mouth from the front. He or she should not put food and drink into the mouth from the side of the mouth.

■ The person should put only a small amount of food or drink into the mouth at one time.



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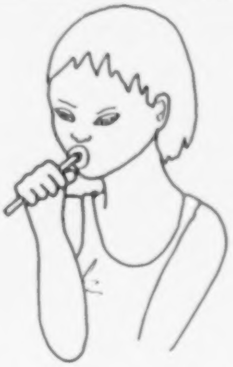
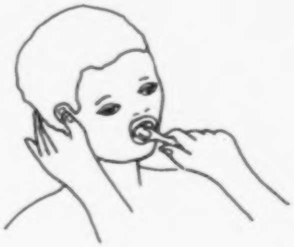
■ Teach the person to take food into the mouth with the lips and not with the teeth.



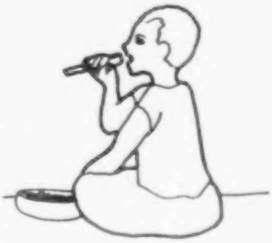
■ The person may push the food out when it is put on the middle of the tongue. Teach the person to put the food on one side of the tongue. Put one spoonful of food on one side, and the next spoonful on the other side of the tongue.

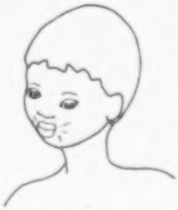


■ If the person's head falls back, support the head. This will help the person to control the tongue.

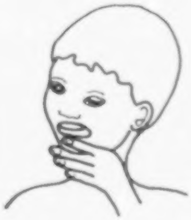
How to chew and swallow

■ Train the person to keep the head straight and in line with the body when swallowing food or drink. If the head is too far back, it is difficult for the person to swallow.

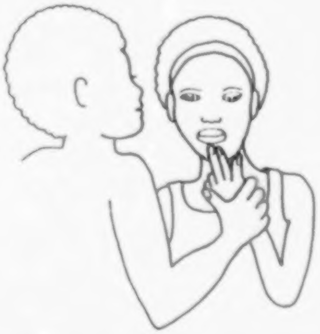




■ Teach the person to keep the lips closed when chewing and swallowing.



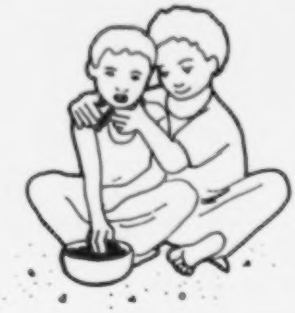
■ If the person's lower lip falls down, teach the person to hold it up with the fingers.



■ If the person cannot chew, teach him or her to chew. Put the person's hand on his or her jaws. Then put your hand over the person's hand. Keep the lips closed and move the person's jaws with your hand.

If the person's head falls back, support the head.

- If the person has difficulty swallowing food and drink, help him or her to swallow. Do this by gently rubbing downward with two fingers on the front of the person's neck as he or she tries to swallow.

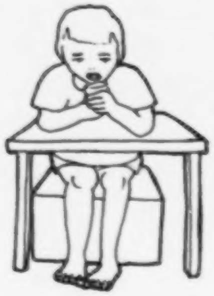


Drinking

How to hold the cup and take it to the mouth

- Teach the person to hold a cup and take it to the mouth using one or both hands.

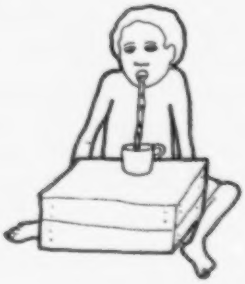
The cup can have one or two handles to make it easier to hold.



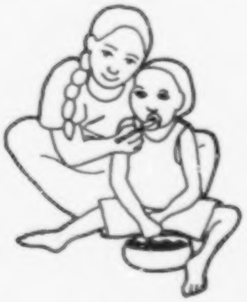
How to take the drink into the mouth and swallow

- If the person cannot hold a cup or cannot take it to the mouth, teach him or her to drink using a hollow stem. Put one end of the stem in the cup and the other end in the person's mouth.

Instead of a stem, the person can use a straw or a hollow piece of cane or bamboo.



- If the person cannot sip or suck, teach him or her to drink using a spoon.

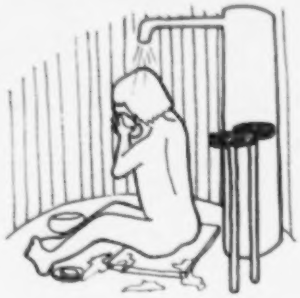


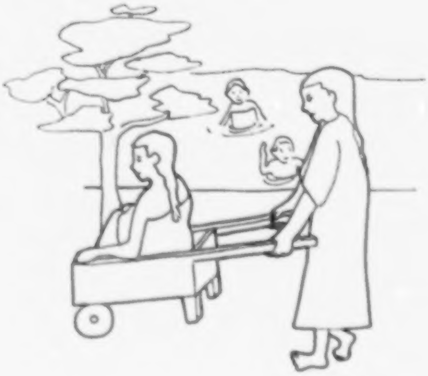
Keeping clean is important

■ Keeping clean is important because dirt causes disease. The person you train needs to know this. It will help him or her to stay healthy.

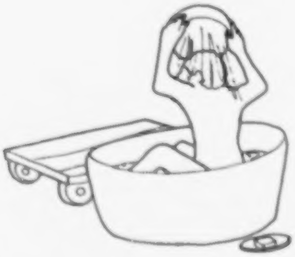
Washing and bathing

■ Train a person who has difficulty moving to bathe in a way that is easy and safe for him or her. For example, the person can bathe while sitting under a tap or in a tub of water. The person can then use a bowl to pour the water over himself or herself. The person can also go to the well, lake, or river to bathe.



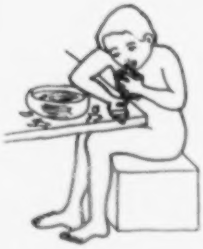


■ If the person cannot go to the bathing place alone, find someone else to take him or her. Perhaps a family member, a friend, or a neighbour can take the person.



■ Or arrange for the person to bathe at home, sitting in a tub of water.

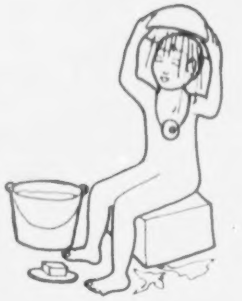
After putting water in a tub or a bucket, show the person how to use a bowl to pour the water over himself or herself.



■ Some people cannot squat or stand. Or perhaps they cannot stand for a long time. If the person you train is like this, he or she can sit on a stool or box while bathing.

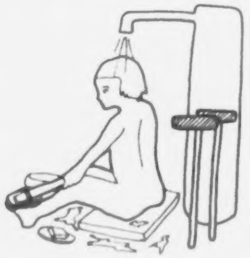
The person may need another box or a table to lean on while bathing.

■ The person you train should wash his or her head and body with soap and water every day. Teach the person to wash his or her head and body every day.



■ If the person you train cannot hold the piece of soap, tie the soap on a string around the person's neck. To do this make a hole in the soap and put a string through it.

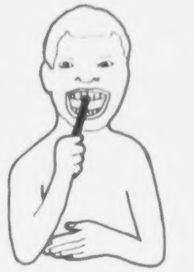
■ If the person cannot move one arm and so cannot reach part of his or her body, teach the person to use a brush. A long handle on the brush will help the person reach all parts of his or her body while soaping and washing.



Make a brush from coconut husk or other fibre and a long handle from wood or bamboo. Tie the handle on to the brush with string.

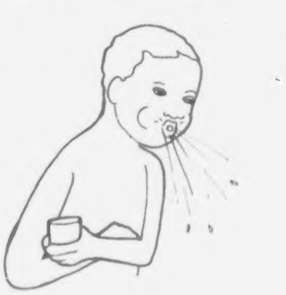
Cleaning the teeth

■ Teach the person to clean his or her teeth every day.



The person can clean them with a brush, a soft stick or a finger. He or she can use charcoal powder or salt on the brush, stick, or finger.

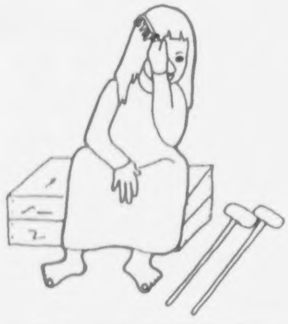
The brush, stick, or finger must always be moved away from the gums towards the edges of the teeth while cleaning. The person should clean the teeth on the inside and outside. He or she should also clean the teeth in the back of the mouth.



■ Teach the person to rinse the mouth with water after cleaning the teeth.

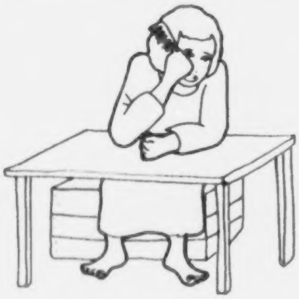
Combing the hair

■ Teach the person to comb his or her hair every day.



- If the person cannot lift his or her arms to reach the hair, a long handle on the comb will help. Make the handle from wood or bamboo and then tie it to the comb with string.

Or the person can lean on a table while combing the hair.

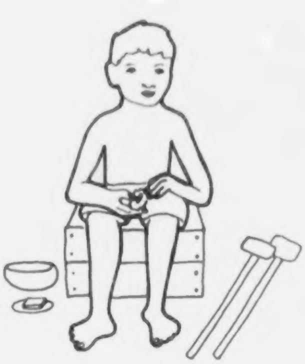


Caring for the nails

- Teach the person to cut his or her nails often.

Teach the person to clean his or her nails every day with a brush, soap, and water.

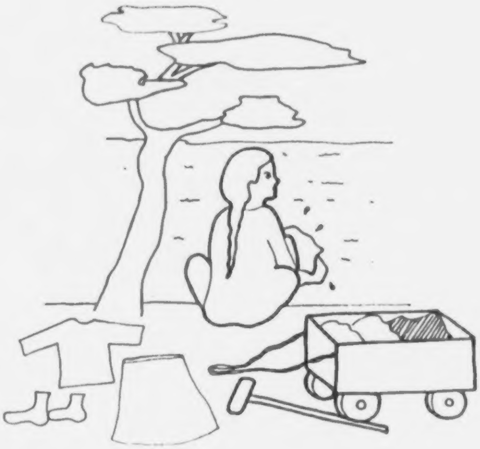
- If the person cannot cut or clean his or her own nails help the person to do this.



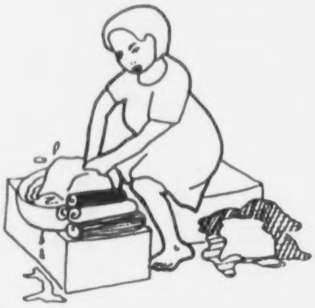
Washing clothes

- Train the person to wash his or her clothes often and to put on clean clothes after bathing.

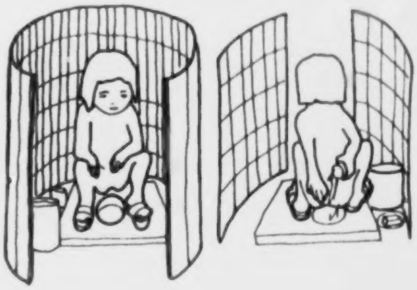
The person can wash his or her clothes before bathing so that they will dry in the sun while he or she is bathing.



- If the person cannot sit on the ground to wash clothes, teach the person to sit on a stool or on a box.

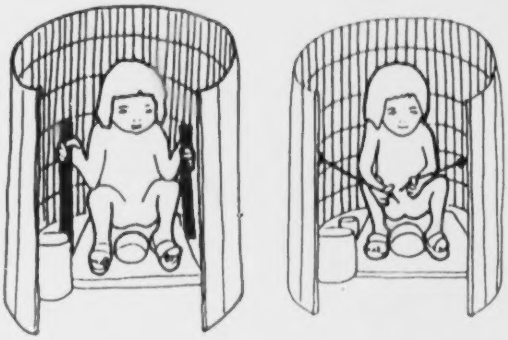


Using the latrine



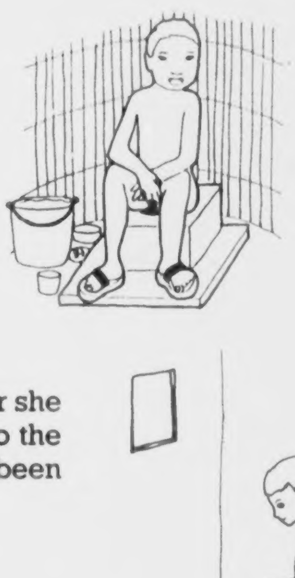
- The person should use the latrine that other family members use.

- If the person cannot go to the latrine alone, arrange for him or her to be taken there. The person can get there in the same way that he or she goes to the bathing place.

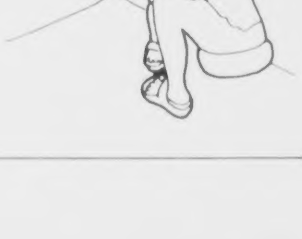


- If the person has difficulty squatting, fix two poles by the latrine. The person can hold the poles when bending down and standing up.

Or tie a rope to the latrine wall for the person to hold while using the latrine.

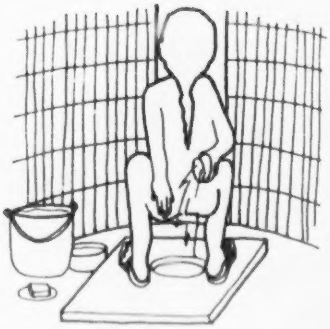


- Or place a wooden box with a hole in it over the latrine. The person can sit on the box to use the latrine. The box should be cleaned every time it has been used.

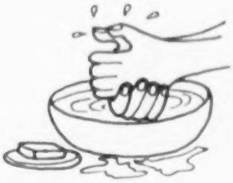


- If the person you train cannot use the latrine, he or she can learn to use a pot. The pot can be emptied into the family latrine and should be cleaned every time it has been used.

- The person should clean himself or herself every time after he or she has used the latrine or the pot.

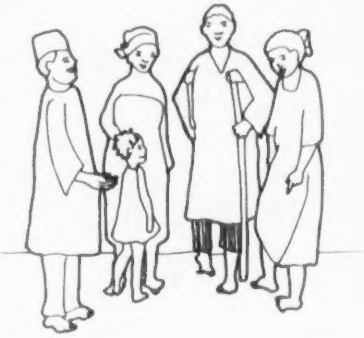


- The person should wash his or her hands with soap and water every time after he or she has used the latrine or the pot.



- When the person you train learns a new task or does something well, show the person that you are pleased. In this way, you encourage him or her to learn to do more.

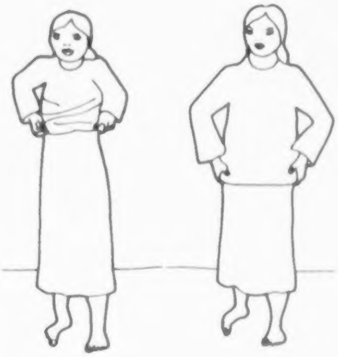
Dressing by oneself is important



- To be able to dress and undress by oneself is important. If the person you train can dress and undress by himself or herself, he or she will not feel dependent on other people.

- The person needs to wear the same kind of clothes as other family members so that he or she feels part of the family.

How to begin the training



- If the person was able to dress without help before being disabled, teach the person to dress in the way the person dressed before. Choose a new way only if this is not possible.

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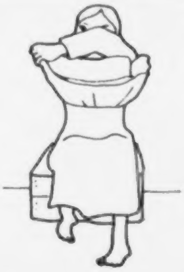
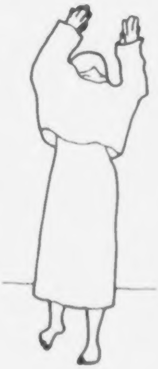
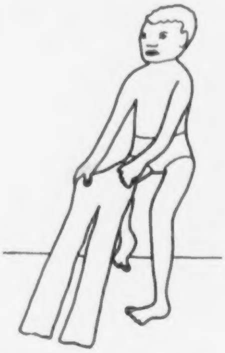
■ When beginning the training, it is easier for the person to learn how to take off the clothes first.



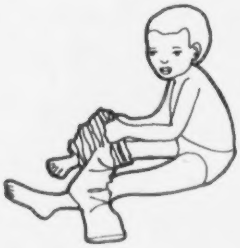
■ After the person has learned to take off his or her clothes, he or she can then learn to put them on.



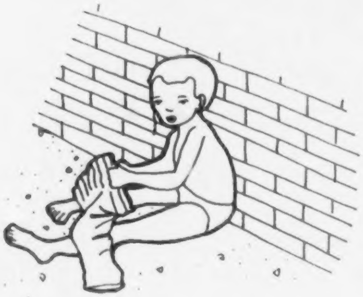
■ Choose a position that makes dressing easier for the person you train.



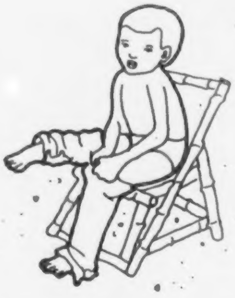
■ If the person cannot stand easily, train the person to dress while sitting on the ground, on a stool, or on a bed.



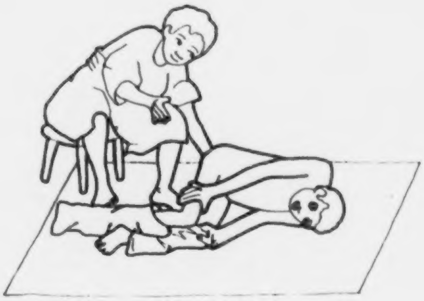
■ Or the person can sit leaning against a wall.

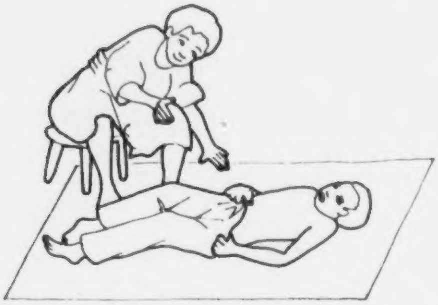


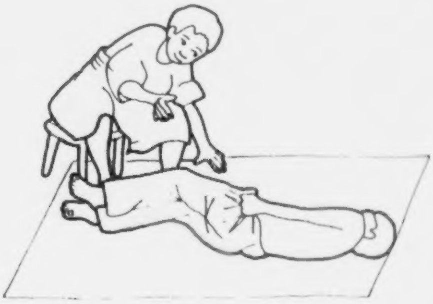
■ Or the person can sit on a chair.



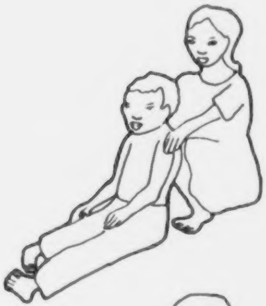
■ If the person cannot sit, or cannot sit for a long time, train the person to dress while lying down.





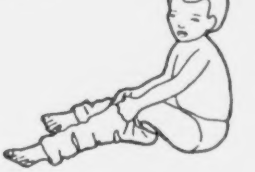


■ When the person you train learns a new activity or does something well, show that you are pleased. Praise the person. In this way you encourage him or her to want to do more.



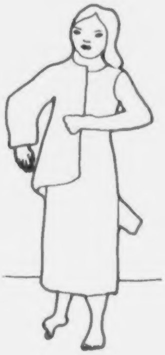
Taking clothes off

■ If the person wears trousers, teach him or her to take the stronger leg out of the trousers first, and then the weaker leg.



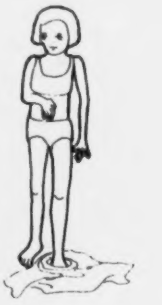
■ If the person wears a blouse with sleeves, teach her to take the stronger arm out of the blouse first, and then the weaker arm. Show the person how to use the stronger arm to help the weaker arm.

If the person wears a dress, a coat, or a shirt with sleeves, teach him or her to take it off in the same way.



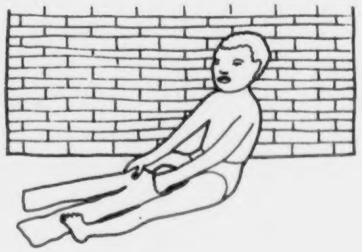
- It is often easier to take off a dress or a skirt by letting it down and then stepping out of it.

If the person wears a dress, skirt, or loose trousers, teach him or her to take it off in this way.



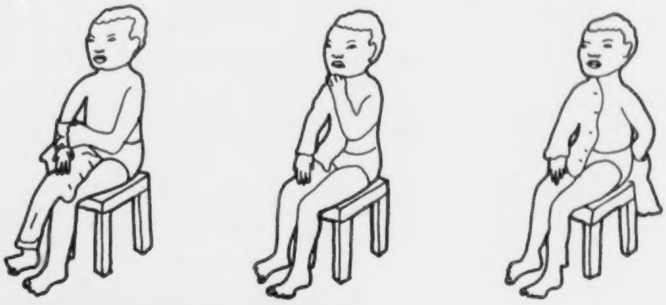
Putting clothes on

- If the person wears trousers, teach him or her to put the weaker leg into the trousers first, and then the stronger leg.



- If the person wears a shirt with sleeves, teach him or her to put the weaker arm into one shirt sleeve first. Then put the stronger arm into the other shirt sleeve.

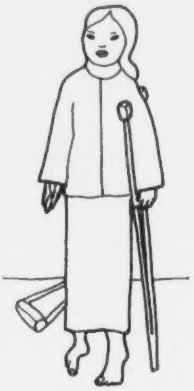
If the person wears a coat, a dress, or a blouse with sleeves, teach him or her to put it on in the same way.



How to make it easier for the person to dress

- The clothes that people wear in your community may be difficult to take off and put on. If so, change them so that the person you train will be able to dress more easily. Some suggestions follow:

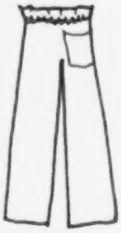
- Clothes that are a little looser than normal are easier to take off and put on. It is also easier to move around in loose clothes.



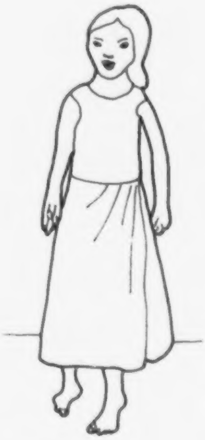
- For this reason, make the person's trouser legs or sleeves of dresses, shirts, coats, and blouses a little looser than normal.

- You can use elastic or draw strings, instead of buttons or zippers to close trousers or skirts.

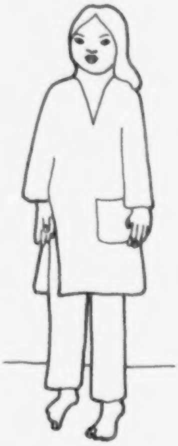
- Add pockets to clothing so that the person can carry things in them.



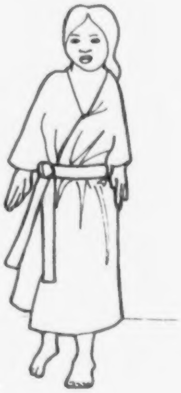
- If the person wears skirts, make them so that they wrap around the body.

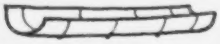


- You can also add openings at the front, shoulders, or sides of blouses, shirts, or dresses to make dressing easier for the person.

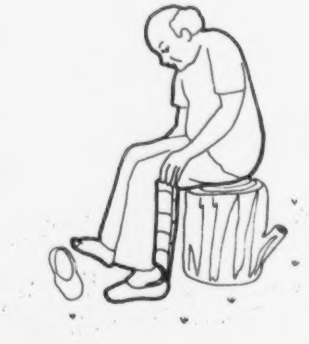


- If the person cannot use buttons to fasten clothes, change these to strings. Then the person can tie the strings to fasten the clothes.





- Show the person how to use a piece of bamboo or a stick to help put on and take off shoes or socks.



- If the person still has difficulty feeding, bathing, using the latrine, or dressing, try other ways of doing these activities. You and the person may find better ways for the person to do the activities.

Results

After you have used this package for some time, answer the questions.

Begin by watching the person you are training. Then answer the questions by putting the date in one box after each question. Put the date in the box beside "Alone" if the person always does the activity without help. Put the date in the box beside "With some help or sometimes" if the person does part of the activity and needs help with some other part of the activity, or if the person sometimes does the activity alone and sometimes needs help. Put the date in the box beside "Not at all" if the person cannot do any part of the activity without help.

Feeds himself or herself? (including eating and drinking)	Alone	☐
	With some help or sometimes	☐
	Not at all	☐
Keeps himself or herself clean? (including washing, bathing and cleaning teeth)	Alone	☐
	With some help or sometimes	☐
	Not at all	☐
Uses the latrine?	Alone	☐
	With some help or sometimes	☐
	Not at all	☐
Dresses and undresses?	Alone	☐
	With some help or sometimes	☐
	Not at all	☐

If all of your answers are "Alone," you have done well and the person is able to do these activities without help. Now you no longer need this package.

If any answer is "With some help or sometimes" or "Not at all," it may be because of one of the reasons listed. Go through the list to find a possible reason for these answers and see what you can do about it.

REASON	WHAT TO DO ABOUT IT
1. You have not trained the person long enough.	Continue training the person. If you have no results in six months, ask your Local Supervisor for advice.
2. You have not followed the instructions correctly.	Read the package again. If you think that you have not understood the instructions, speak to your Local Supervisor about it. Then repeat the training until the person can do each activity. Then stop using this package.
3. The person cannot be trained to do the activity because of his or her disability.	The person will continue to need help for each activity. Discuss with your Local Supervisor whether you should stop using this package.

If you continue to use this package, train the person for some time. Then answer all the questions again to see if the person does more activities.

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

TRAINING IN THE COMMUNITY FOR PEOPLE WITH DISABILITIES

15.

Training package for a family member of a person who has difficulty moving

How to train the person who has aches and pains in the back or the joints to do daily activities

What Is This Package For?

The instructions in this package will help you to train the person who has difficulty moving to do daily activities with fewer aches and pains. The training includes what to do about pain and swelling, and how to make activities easier for the person. The training also includes some exercises for the person.

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Geneva, 1989

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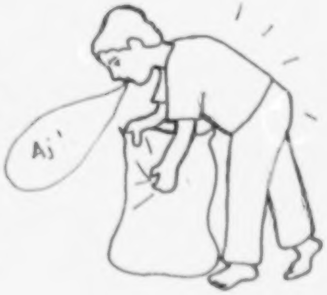
15. Training package for a family member of a person who has difficulty moving

How to train the person who has aches and pains in the back or the joints to do daily activities

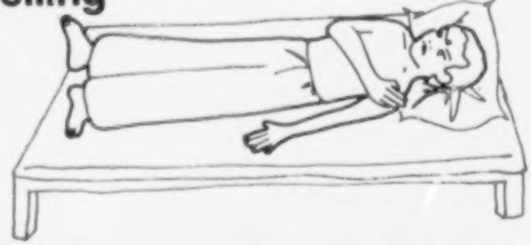


- The person you train has aches and pains when doing daily activities. If these aches and pains are in the joints or in the back you may be able to help the person to have fewer aches and pains. To do this, follow the suggestions given in this Training Package.

- This package should not be used for a person who has a fever or has severe pain in the joints or the back.

What to do about pain and swelling

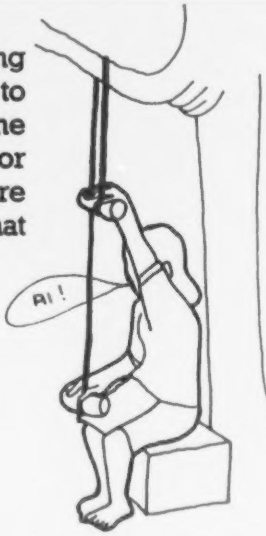
- If the person has pain which causes him or her to wake up during the night, tell your Local Supervisor about it.



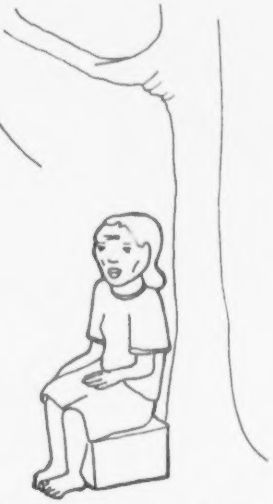
- The person may have pain which does not wake him or her at night, but which stops him or her from working. If so, tell the person to stop working for a day or two. If the pain still stops him or her from working after a day or two of rest, tell your Local Supervisor about it.

- The person may have aches or pains which do not cause him or her to wake up at night, and which do not stop him or her from working. If so, the person can do the activities and exercises in this training package.

- If the person gets more pain while doing an activity or exercise tell the person to stop doing it for a few days. Then the person should try to do the activity or exercise again. If he or she still gets more pain, tell the person to stop doing that activity or exercise.



- The person may get more pain after he or she has done an activity or exercise. If so, tell him or her to stop doing it for a few days. Then the person can try to do the activity or exercise again. If he or she still gets more pain, tell the person to stop doing that activity or exercise.



- When the person begins to do the activity or exercise again, tell him or her to do it slowly. Tell the person to move as much as possible, but to try to move without causing the pain.

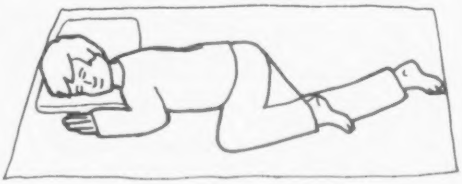
- The person may at first get swelling in the legs or hands after he or she has done an activity or exercise. If so, the person should continue to do it. But then if the swelling gets worse, tell him or her to stop doing the activity or exercise that causes the swelling.

Advice for a person who gets aches and pains in the back

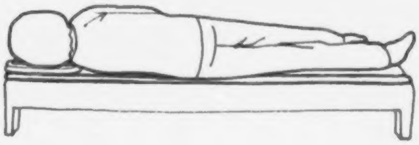
Ways to make activities easier

- The person you train may get pain in the back at night. If so, help him or her to find a new sleeping position in which there will be no pain. Or find a position in which the pain will be less.

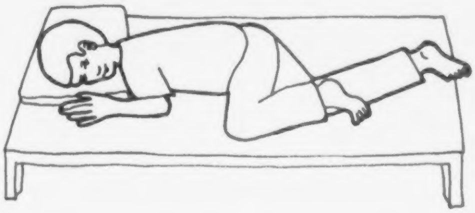
- The person may have more pain when sleeping on the back or on the stomach. If so, tell the person to try lying on one side. The person should lie on one side with the hips and knees bent.



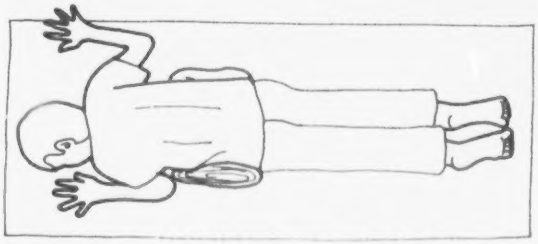
■ The person may often feel less pain if he or she sleeps on a firm surface. Tell the person to try sleeping on the ground or on a board placed on the bed. If the person uses a mattress place a board under the mattress.



■ The person should not stay in the same position for a long time. For example, when the person is lying down he or she should change sides from time to time.

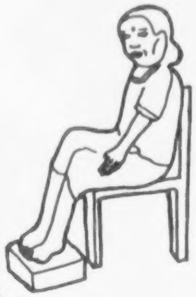


■ The person may have less back pain if he or she lies on a pillow placed under the stomach.

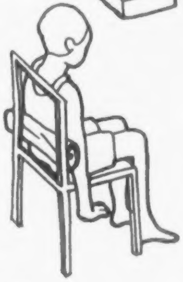


■ If the person gets pain when he or she sits for some time help the person to find a new, less painful position in which to sit.

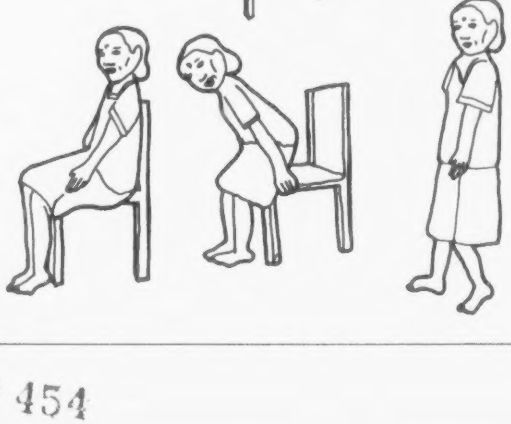
For example, tell him or her to try sitting with the knees higher than the hips. The person can place the feet on a small box or stool so that the knees are higher than the hips.



■ The person may feel less pain if he or she sits with the feet on the ground and with a small pillow behind the lower back.

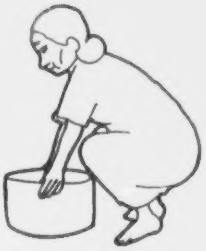


■ The person must not sit in one way for long periods at a time. Tell him or her to stand up and walk a short distance from time to time.



■ The person you train probably needs to bend down while doing daily activities. Teach the person to bend in the following way:

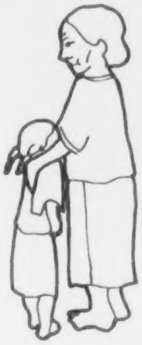
First bend the hips and knees to squat.
Then reach forward to the ground.



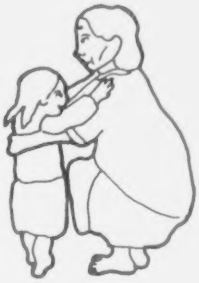
■ To avoid injury to the back, the person should not lift heavy objects.

When the person needs to lift objects from the ground, teach the person to do it in the following way:

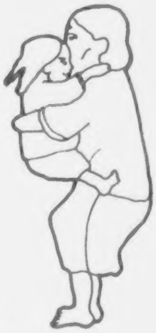
Stand close to the object and bend the knees. Hold the object close to the body and then stand up.



For example, to lift a child, the person first stands close to the child.

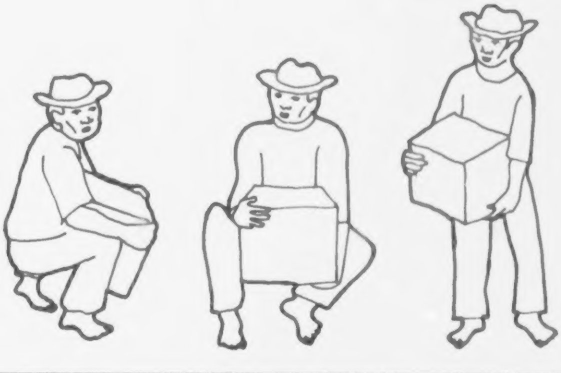


■ He or she bends the hips and knees. The person and the child put their arms around each other.

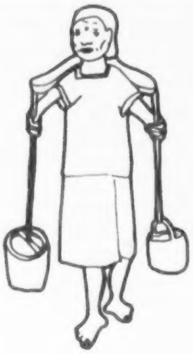


■ Then, holding the child, the person stands up by straightening the hips and knees.

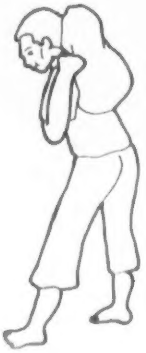
■ The person should lift other objects in the same way. The person bends the hips and knees to reach and take hold of the object. The person holds the object close to the body. Then he or she stands up straightening the hips and knees.



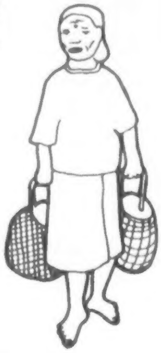
- The person can use a yoke to carry heavy things like buckets of water.



- If the person carries an object on the back he or she should carry it high on the back. Teach the person not to bend the back too far forward.



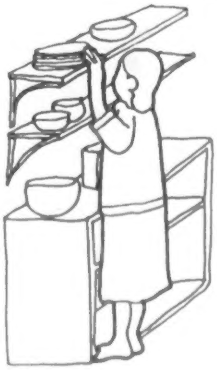
- If the person needs to carry an object in the hands, he or she should hold it as close to the body as possible.



- If the person needs to take an object from, or put an object on, a high shelf, teach the person to do it in the following way:

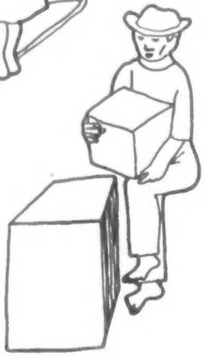
The person first stands as near as possible to the shelf.

Then he or she stretches the arm up to reach the shelf.



- If the person needs to move large objects on or off a low shelf, teach the person to do it in the following way:

The person supports the object with the knee when moving it on to the shelf or off the shelf.

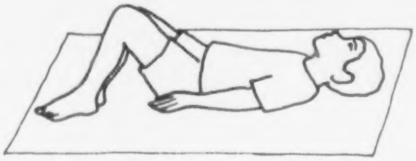


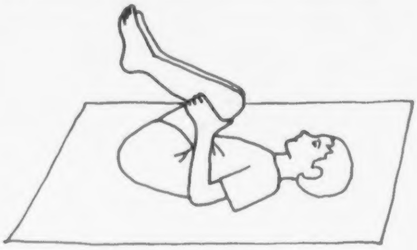
Exercises

The person can do the following exercises if they do not cause pain.

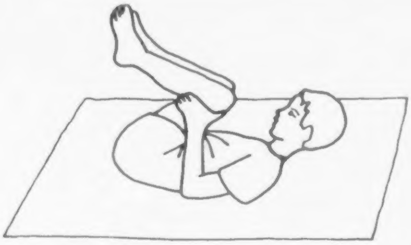
Exercise 1

- The person lies on the back on the ground or on a bed, with the knees bent.

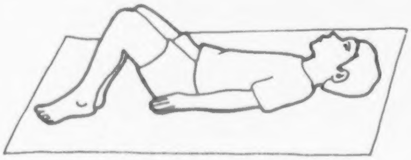




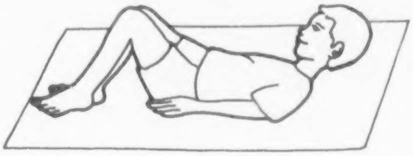
- The person pulls the knees up, and holds the legs with the hands.



- The person lifts the head towards the knees and holds this position while he or she counts from one to six.

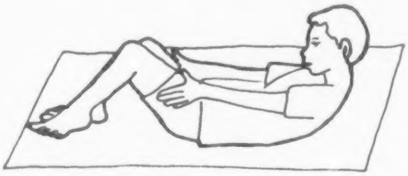


- The person lowers the head first, then the feet.

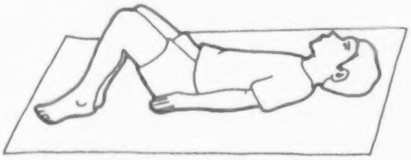


- If this exercise is too difficult, the person can let the feet stay on the ground and lift the head.
- Do the exercise 10 times.

Exercise 2

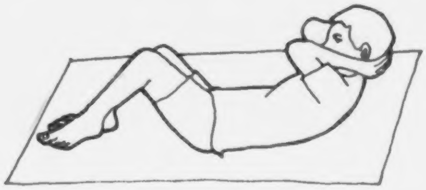


- The person lifts the head and shoulders. The hands reach forward beside the knees. The person holds this position while he or she counts from one to six.



- The person then lies down slowly, keeping the knees bent.

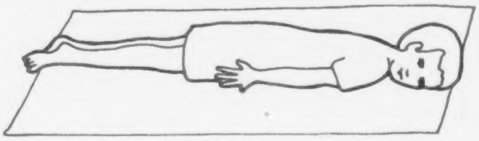
- If the person can do this exercise easily, ask him or her to put the hands behind the head and lift the head and shoulders.



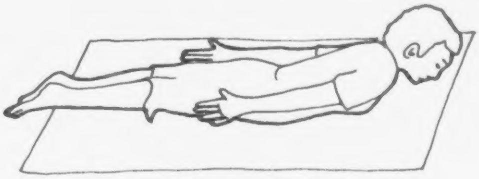
- At first this exercise should be done 5 times. Each day the person can try to do more, until he or she does the exercise 10 times.

Exercise 3

- The person lies on the stomach on the ground or on a bed.



- The person lifts the head and shoulders up from the ground. The person holds this position while he or she counts from one to six.

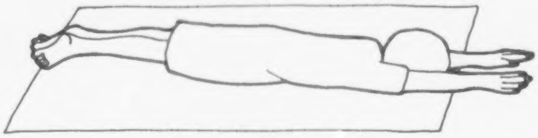


- Then the person lowers the head and shoulders.

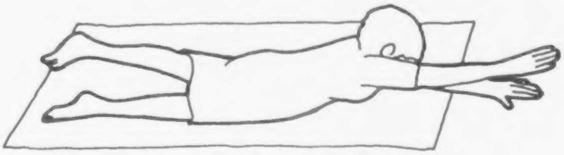
- Do the exercise 10 times.

If the person can do this exercise easily, teach the following exercise:

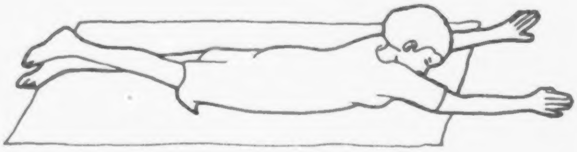
- The person places the arms up beside the head.



- Then the person lifts the head, one arm and the leg on the other side. The person holds this position while he or she counts from one to six.



- Next the person brings the head, arm and leg down slowly.

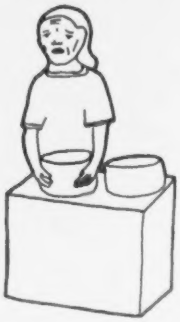


- Then the person repeats the exercise with the other arm and leg.

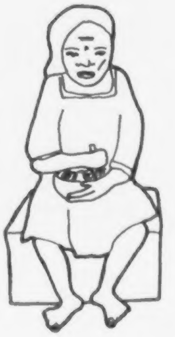
- Do the exercise 5 times. Each day the person can try to do more, until he or she can do the exercise 10 times.

For a person who gets aches and pains in the arms and hands

Ways to make activities easier



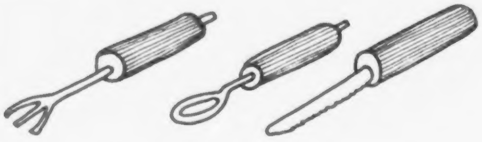
- Instead of using just one hand, the person should use both hands together for lifting objects.

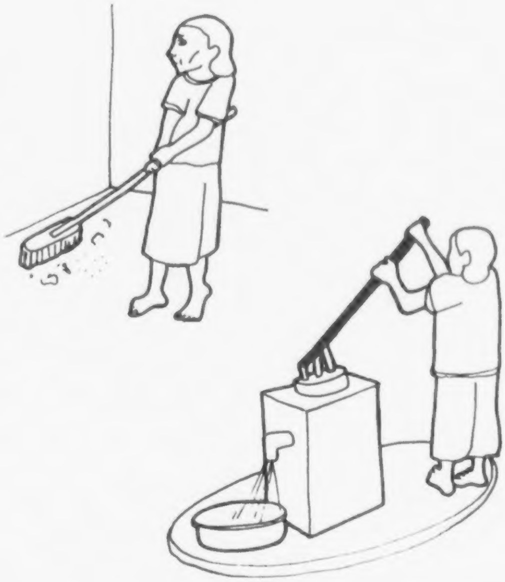


- The person should hold the arms close to the body when doing activities with the hands.

- To make work easier, all hand tools should have thick handles.

You can use cane or bamboo to make the handles thick.



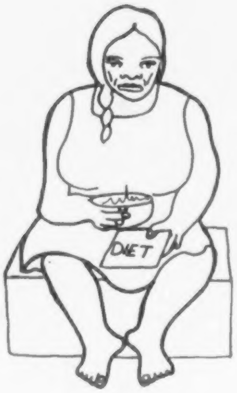


- Long handles on tools used for daily activities make work easier. You can use bamboo or wood to make long handles for brooms, brushes, water pumps, and so on.

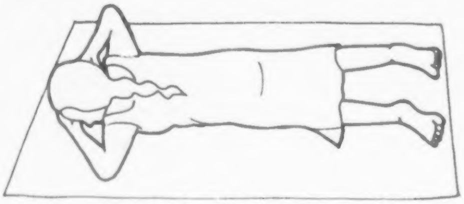
- The person will need to do exercises for the arms and hands. Ask your Local Supervisor for the Training Package about this.

For a person who gets aches and pains in the hips, knees, or feet

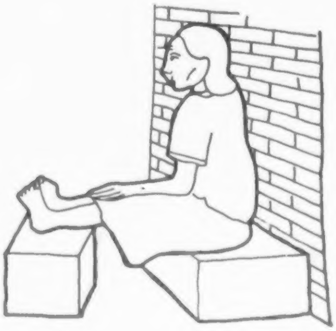
Ways to make activities easier



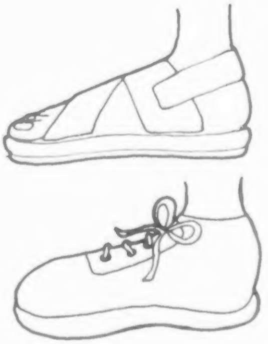
- If the person you train is very heavy, he or she should lose weight. The person can do this by eating less and by changing the food that he or she eats. The person should eat more green leaves, vegetables and fruits, and less rice, potatoes, maize, bread, and fat.



- Every day the person should lie for some time on the stomach with the hips and knees straight. He or she can even sleep in this position.

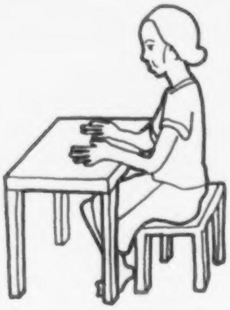


- If the person has aches and pains in the hips, knees and feet, he or she should not walk long distances without resting. The person should stop from time to time and sit down on a stool or a log for a short rest. He or she may rest with the feet up on another stool or log.



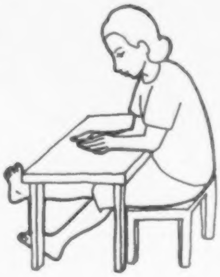
- If the person wears shoes, they should be comfortable and give support to the person's feet.

■ The person should not stand for a long time. Whenever possible, he or she should sit down to do activities.

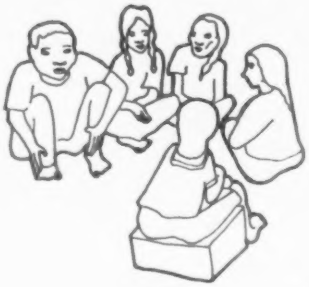


■ When sitting, the person should not stay in the same position for a long time. Before the aches and pains get worse, the person should change his or her position. The person may do this by standing up and then sitting down again.

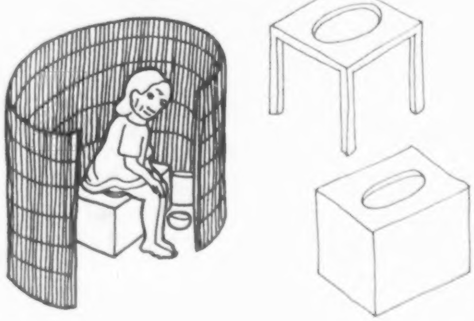
Teach the person to straighten and bend the knees while sitting. He or she can also move the feet up and down while sitting.



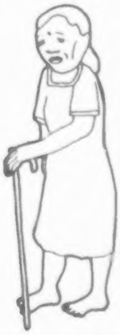
■ If the person feels pain when squatting, he or she can sit on a box, a stool or a chair instead of squatting.

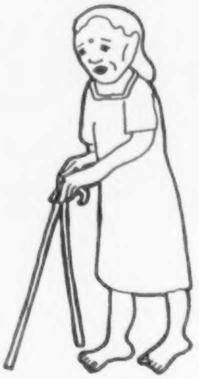


If the person is not able to squat, make a seat for the person to use over the latrine. Make a stool or a box with a hole in it.



■ If the person has one hip, knee, or foot which is painful, the person may feel better using a stick to walk with. He or she should use the stick holding it in the hand on the side opposite to the painful hip, knee, or foot.

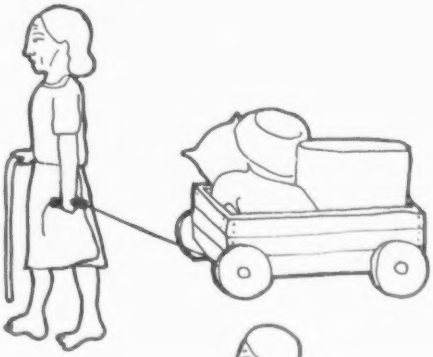




- If both hips, knees, or feet are painful, the person may feel better walking with two sticks.

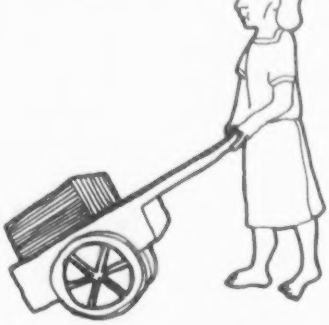
- The sticks will help to carry some of the person's weight. In this way, the person's hips, knees, and feet will do less work and may not be so painful.

- Your Local Supervisor has a Training Package with instructions on how to make and use sticks for people who have difficulty moving around. If the person you train needs to use sticks for moving around, speak to your Local Supervisor about it.



- The person should not carry heavy objects in the hands or on the head or shoulders.

If the person has to carry heavy objects, train him or her to pull these on a trolley.



- Or the person can use a wheelbarrow to carry heavy objects.

- The person will feel less pain if the arms are held close to the body when moving trolleys and wheelbarrows.

- The person will need to do exercises for the hips, knees, and feet. Ask your Local Supervisor for the Training Package about this.

- When the person you train does an activity well, tell him or her that you are pleased. Explain to the person that he or she has done it without help. Then the person will be encouraged and will want to learn more.

Results

After you have used this package for some time, answer the question.

Begin by watching the person you are training. Then put the date in one of the boxes after the question. Put the date in the box beside "Very rarely or not at all" if the person does all activities without pain. Put the date in the box beside "Sometimes, but can still work" if the person still has aches and pains, but is able to do his or her work. Put the date in the box beside "Disturb work but not sleep" if the person is not able to work because of aches and pains, but is able to sleep at night. Put the date in the box beside "Disturb sleep" if aches and pains keep the person from sleeping at night.

Has aches and pains in the back or the joints?	Very rarely or not at all	☐
	Sometimes but can still work	☐
	Disturb work but not sleep	☐
	Disturb sleep	☐

If your answer is "Very rarely or not at all," you and the person have done well. You can stop using this package.

If your answer shows that the person still has aches and pains, it may be because of one of the reasons listed. Go through the list to find a possible reason for the answer and see what you can do about it.

REASONS	WHAT TO DO ABOUT IT
1. You have not trained the person long enough.	Continue training the person until he or she does daily activities with fewer aches and pains. If you have no results after some time, ask your Local Supervisor for advice.
2. You have not followed the instructions correctly.	Read the package again. If you think you have not understood the instructions, speak to your Local Supervisor. Then repeat the training until the person does daily activities with fewer aches and pains. Then stop using this package.
3. You have not done all you can to make the activity easier.	Look at the activity and then see if the package tells you how to make it easier for the person to do. Discuss this with your Local Supervisor.
4. The person cannot do daily activities with fewer aches and pains because of his or her disability.	The person will continue to need help for each activity. Discuss with your Local Supervisor whether you should stop using this package.

If you continue to use this package, train the person for some time. Then answer the question again to see if the person does more activities without pain.

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

TRAINING IN THE COMMUNITY FOR
PEOPLE WITH DISABILITIES

16.

Training package for a family member of a person who has difficulty moving

Exercises for weak, stiff, or painful arms and legs

What Is This Package For?

The instructions in this package will help you to teach the person who has difficulty moving to do exercises for arms and legs that are weak, stiff, or painful. The exercises will prevent the weak, stiff, or painful joints from becoming worse. They may also help the person to increase strength and movement.

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Geneva, 1989

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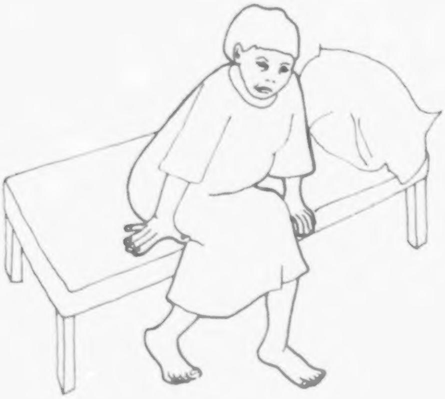
16. Training package for a family member of a person who has difficulty moving

Exercises for weak, stiff, or painful arms and legs

- The person you train may have weakness, stiffness, or pain in the arms or legs.

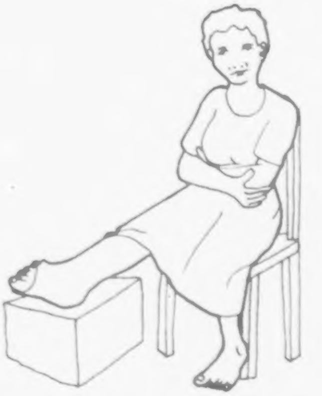
- The person may have weakness, stiffness or pain for one of the following reasons:

The person was sick and in bed for a long time. Now the person is weak.



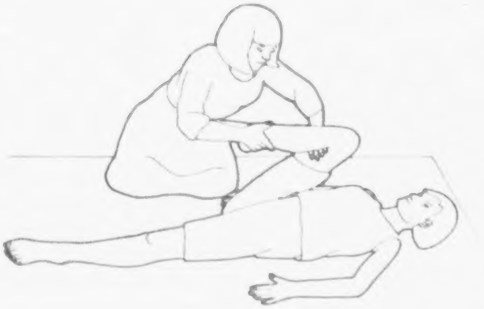
The person had a disease or injury which left part of the body weak. Now the person must strengthen the other parts of the body.

The person injured an arm or a leg and could not use it for a long time. Now the arm or leg is weak and stiff.



The person has pain in one or more joints of the arms or legs. Now the person also feels weak and stiff in the arms or legs.

■ If the person has very weak, stiff, or painful arms and legs, he or she may not be able to do some of the exercises in this package without your help. Help the person to do the exercises for the arm or the leg. Do this by putting your hands on the person's arm or leg and helping the person to move the arm or leg. Tell the person to do as much of the exercise as possible without your help.



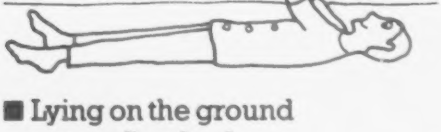
■ If the person has less weak, stiff, or painful arms and legs, encourage the person to do the exercises without your help.

■ Help the person each day to do the exercises. Encourage the person to do the exercises without your help. When the person does an exercise alone, let him or her know that you are pleased.

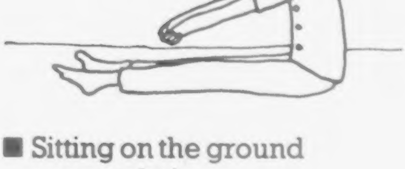
■ If the person cannot do any of the exercises in this package, speak to your Local Supervisor about it. Ask your Local Supervisor for a Training Package which will help you to prevent stiffness and deformity of the person's arms and legs.

Exercises for the arms

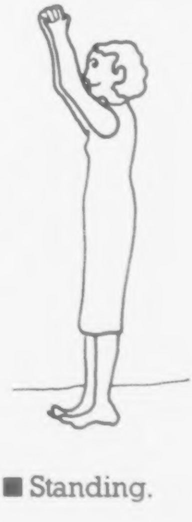
■ Exercises for the arms are done better in some positions than in others. Find out which position is best for the person you train. The person can lie on the ground or on a bed, sit on the ground or on a chair, or stand. Choose one of these positions for the person to do exercises.



■ Lying on the ground or on a firm bed.



■ Sitting on the ground or on a chair.



■ Standing.

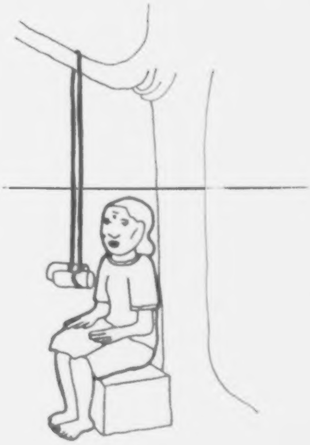
For a person with a very weak, stiff, or painful shoulder

- If the person has a very weak, very stiff, or very painful shoulder, teach him or her to do the following exercises.

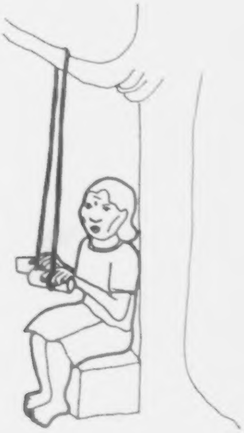
Exercise 1

- Pass a rope over a strong tree branch.

Tell the person to sit on a stool or box under the tree branch so that the rope hangs down past the shoulders. Cut the rope at the level of the person's shoulders. Fix handles to the ends of the rope.



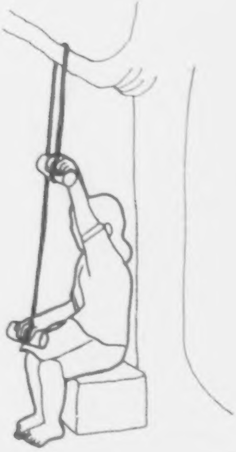
- The person should sit on the stool or box under the tree branch holding the handles in each hand.



- Then he or she slowly pulls the weak, stiff, or painful arm straight up by pulling the rope down with the other arm.

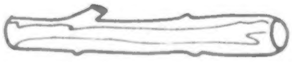
After lifting the stiff or painful arm as far as possible, the person slowly lowers the arm by raising the other arm.

- Do the exercise 10 times.



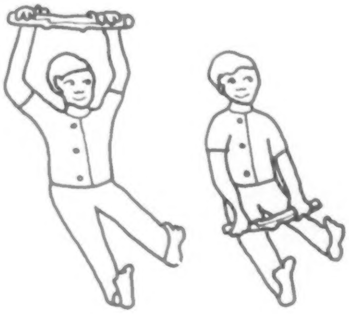
Exercise 2

- Find a wooden rod. You can make one from a thick tree branch.



- The person holds the rod in both hands and lifts it above the head. The other arm can help to lift the arm which is weak, stiff, or painful. Then the person lowers the rod and starts again.

- Do the exercise 10 times.

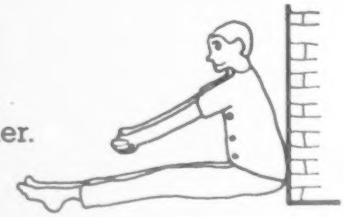


For a person with less weak, stiff, or painful shoulders

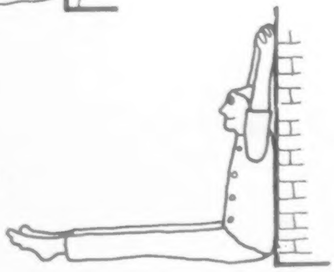
- If the person's shoulders are not very weak, not very stiff or not very painful, teach him or her to do the following exercises while sitting against the wall:

Exercise 1

- Clasp the hands together.

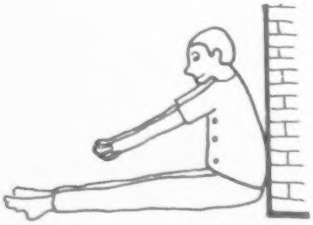


- Lift the arms forward and upward above the head to touch the wall.



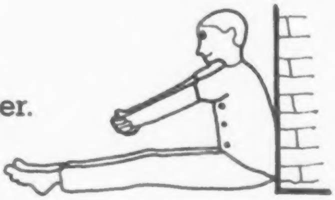
- Bring the arms down, and start again.

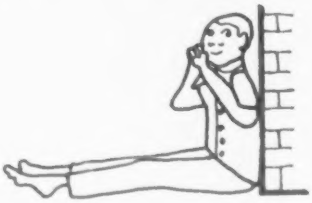
- Do the exercise 10 times.



Exercise 2

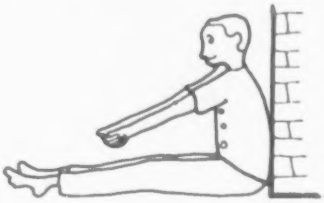
- Clasp the hands together.





- Bring the hands to the mouth.

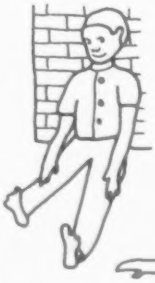
- Stretch the arms out, and start again.



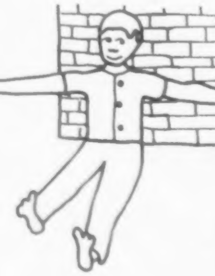
- Do the exercise 10 times.

Exercise 3

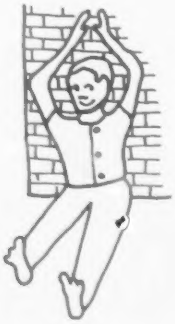
- Place the hands by the side.



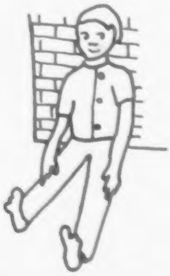
- Lift the arms sideways and upward.



- Touch the wall above the head.



- Bring the arms down to place the hands by the side, and start again.



- Do the exercise 10 times.

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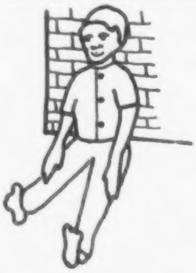
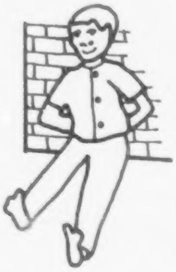
Exercise 4

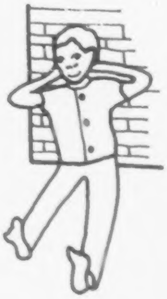
- Place the hands by the side.



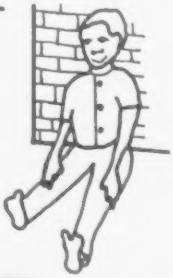
- Lift the arms to place both hands behind the waist.



- Place both hands behind the neck.



- Bring the arms down to place the hands by the side, and start again.

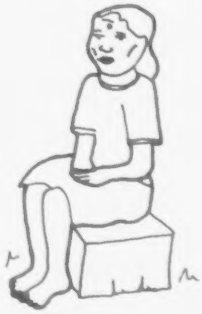


- Do the exercise 10 times.

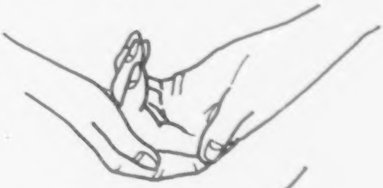
For a person with very weak, stiff, or painful hands

- If the person has very weak, very stiff, or very painful hands, teach him or her to do the following exercise.

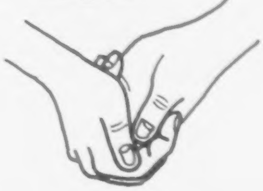
- The person sits with the hands resting on the lap or on a table.



- The person puts the back of one hand in the palm of the other hand.

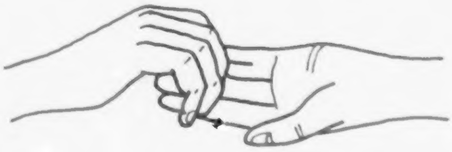


- He or she bends the palm and fingers of the hand that is on the bottom. This bends the fingers of the other hand.



- The person then stretches out all the fingers of the hand that is on top with the help of the other hand.

- Do the exercise 10 times.



- Then the person should do the same exercise 10 times with the other hand on top.

- The person may have less pain if he or she does this exercise in warm water.

For a person with less weak, stiff, or painful hands

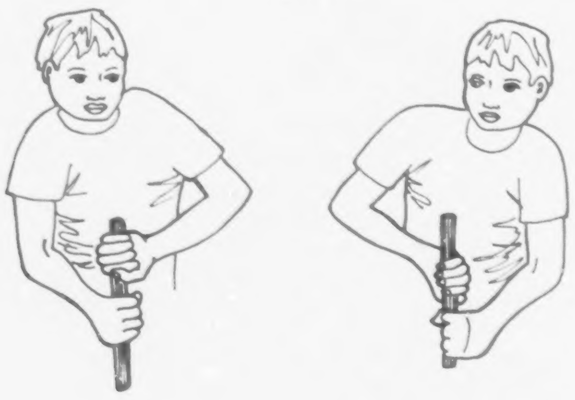
- If the person's hands are not very weak, not very stiff, or not very painful, teach him or her to do the following exercises.

Exercise 1

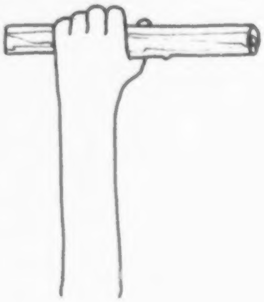
- You will need a wooden rod for this exercise. You can make one from a thick tree branch.

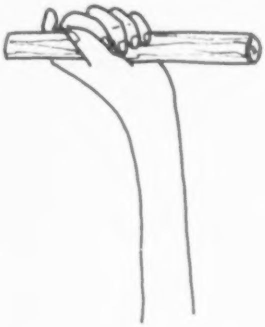
The person can use the wooden rod to do the following activities:

- Turning the rod upside down with both hands.

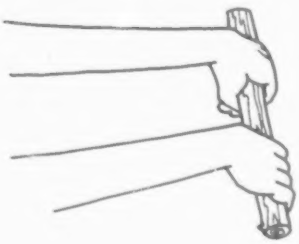


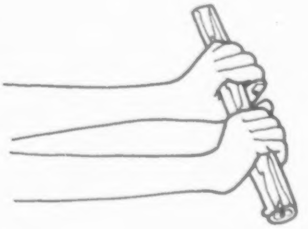
- Turning the rod around with one hand then with the other hand.



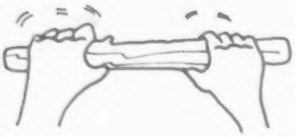


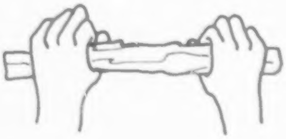
- Holding the rod in both hands and lifting it up and down from the wrist.



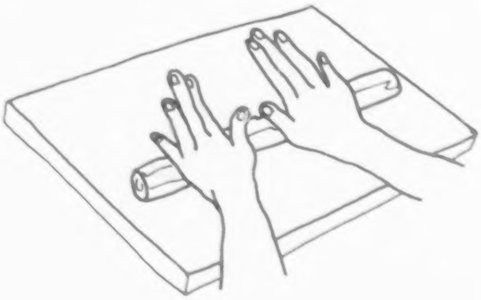


- Holding the rod tightly and then loosely and then tightly again.



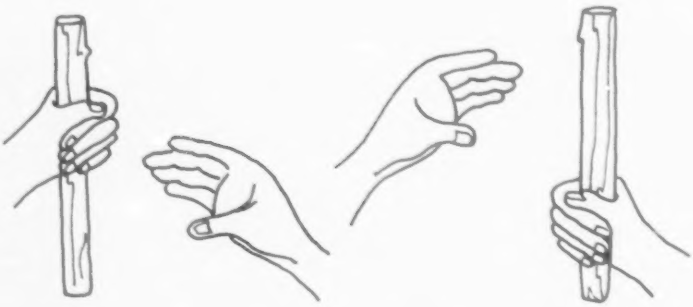


- Rolling the rod backwards and forwards on a board using the palms of the hands.

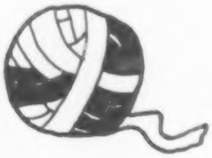


- Passing the rod from hand to hand. The person should try to do this as fast as possible.

- Do each activity 10 times.

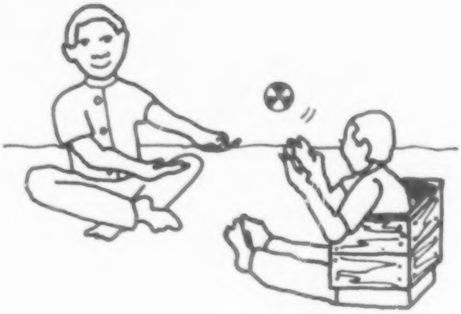


Exercise 2

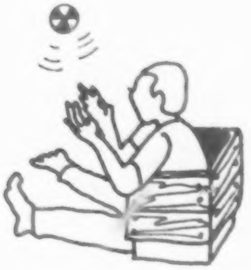


- You will need a ball for this exercise. Make a ball from pieces of cloth and rubber. Instead of a ball, you can use an old dry fruit or something similar.

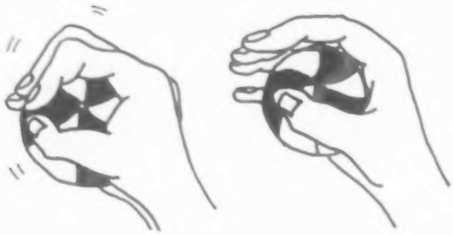
The person can use the ball to do the following activities:



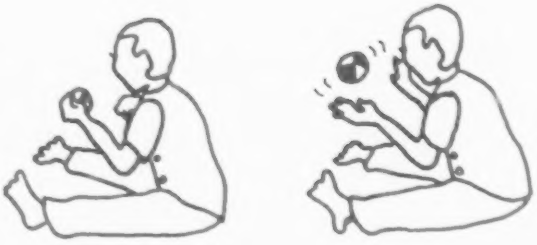
- Throw the ball to the person in different ways. Throw the ball high, low, sideways. The person catches the ball and throws it back to you in the same way.



- Teach the person to throw the ball up in the air and catch it.

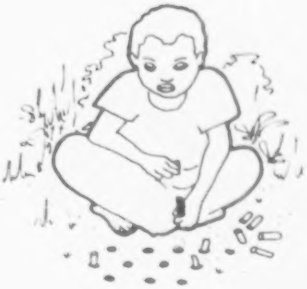


- Hold the ball very tightly in each hand and then loosen the hand while still holding the ball, then hold it tightly again.

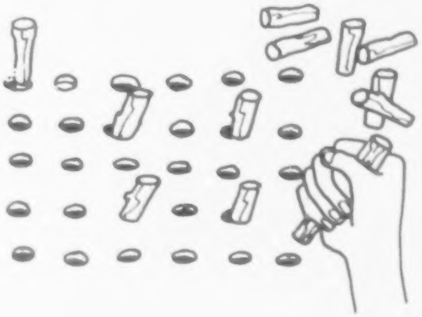


- Other activities with the ball, such as throwing it from hand to hand.
- Each activity should be done 10 times.

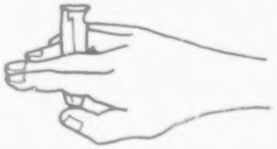
Exercise 3

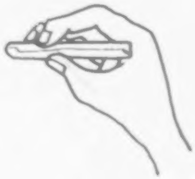


- You will need some small sticks for this exercise.
- The person should do each of the following activities with each hand:
- Make holes in the ground using the sticks. The holes should be just large enough to make the sticks stay up straight in them.



- The person holds each of the sticks and puts them in the holes.
- Next he or she moves the sticks from place to place making different patterns in the ground.

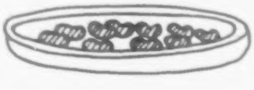




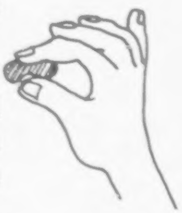
- By using the following two different ways to pick up the sticks, the person can repeat the exercise:

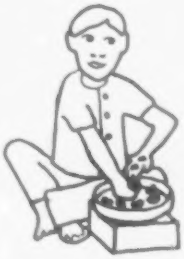
The person can pick the sticks up by using the tips of the thumb and the finger. The person can pick the sticks up by using just two straight fingers.

Exercise 4



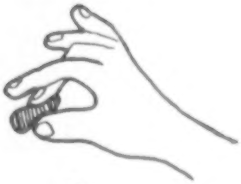
- For this exercise you will need 40 beans in a bowl.



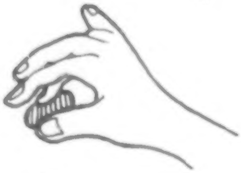


- The person should do the activities with each hand in turn.
- Tell the person to pick up a bean between the thumb and first finger of one hand. Then tell the person to put the bean into his or her other hand. The person moves 10 beans in this way.

- Next tell the person to pick up a bean between the thumb and middle finger and put the bean into his or her other hand. The person moves 10 beans in this way.

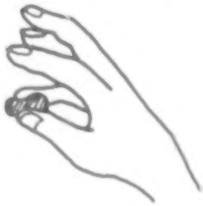


- Then tell the person to move 10 beans using the thumb and the next finger.



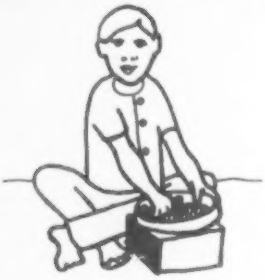
- The last 10 beans are moved using the thumb and little finger.

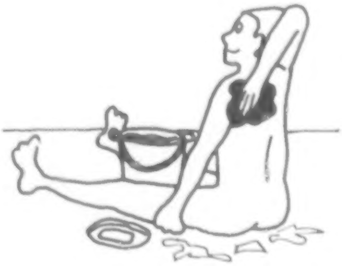
Instead of beans you can use seeds, matches or small pebbles.

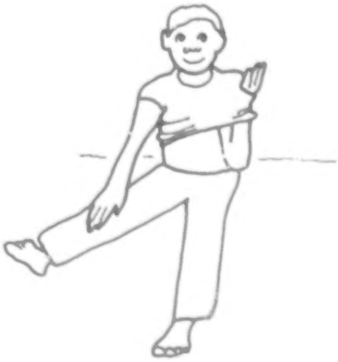


Exercise 5

- Teach the person to use both arms and hands as much as possible in his or her daily activities, such as eating, washing, and dressing.







Exercises for the legs

- Exercises for the legs can be done in different positions. The person can lie on the ground or on a bed, sit on the ground or on a chair, or stand.

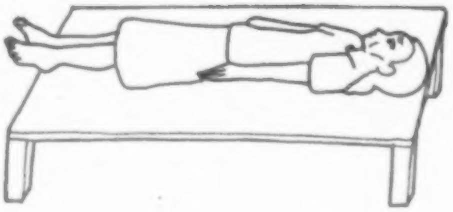
The person can do the exercises lying down in the morning. Then the person can do the exercises sitting and standing during the day.

For a person with weak, stiff, or painful hips or knees

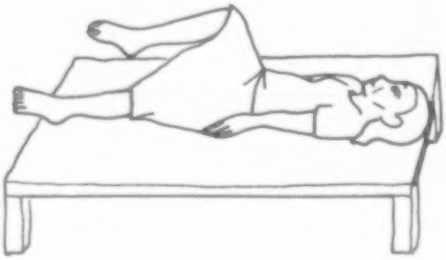
- If the person has weak, stiff, or painful hips or knees, teach him or her to do the following exercises.

Exercise 1

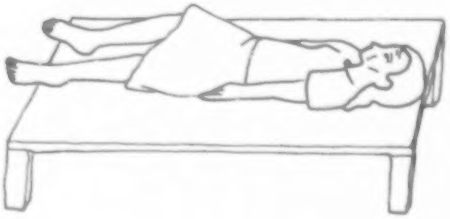
- The person lies on his or her back on the ground or on a bed with a firm surface.



- The person bends at the hip and brings the knee towards the body as much as possible.



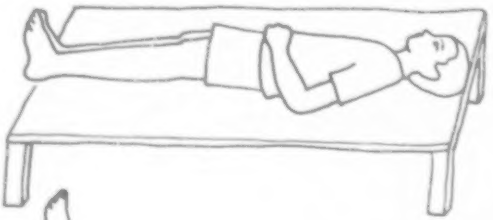
- Then the person straightens the leg and knee out slowly.



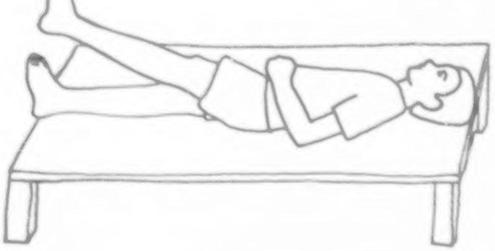
- Do the exercise 10 times with each leg.

Exercise 2

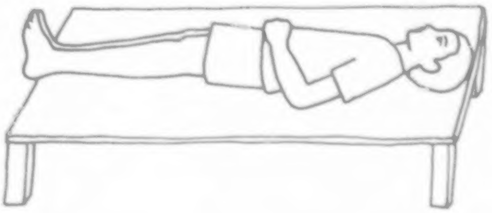
- The person lies on his or her back with the knees straight.



- He or she keeps the knee straight and slowly lifts the leg up as far as possible.



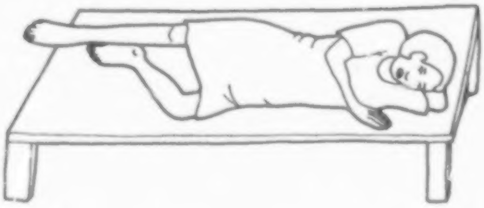
- Then the person slowly lowers the leg to the ground or bed.



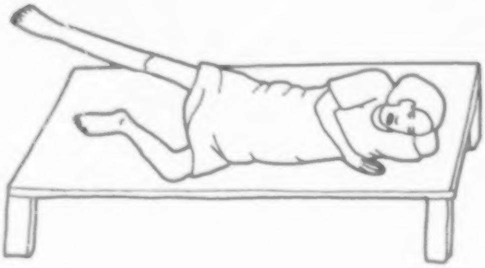
- Do the exercise 10 times with each leg.

Exercise 3

■ The person lies on his or her side. He or she bends the bottom leg and keeps the top leg straight.

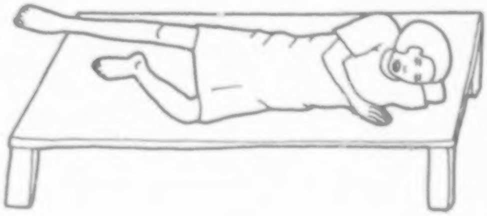


■ Then the person lifts the top leg as far as possible.



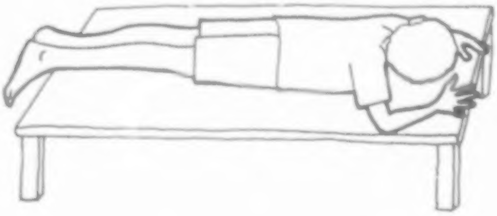
■ Then the person slowly lowers the leg to the ground or bed.

■ Do the exercise 10 times on each side.

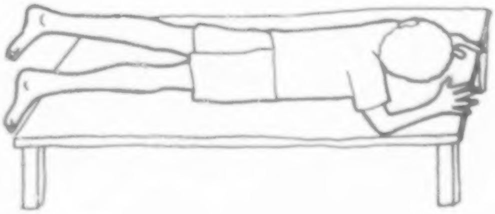


Exercise 4

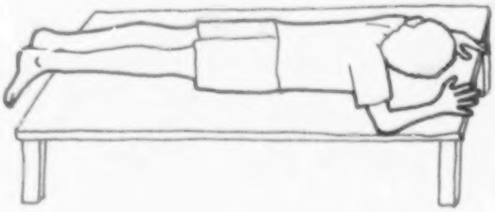
■ The person lies on the stomach. He or she keeps both knees straight.



■ The person lifts one leg up with the knee straight.



- Then the person slowly lowers the leg to the ground or bed.

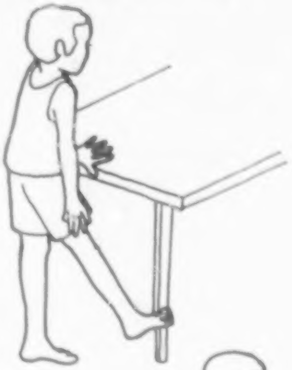


- Do this exercise 10 times with each leg.

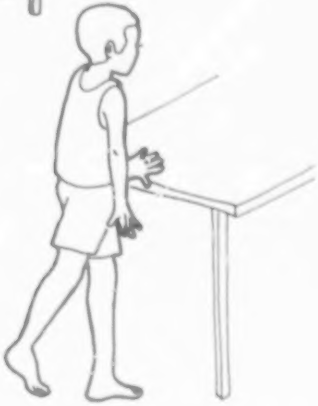
Exercise 5

- Teach the person to do the following activities during the day:

- The person stands and holds on to a chair, a table, or the wall.

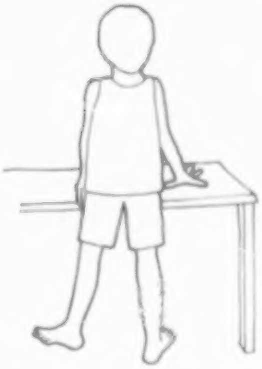


- The person moves one leg forward and backward 10 times. The person should move only the leg. The person should not bend the body forward or backward.



- Then the person moves the leg out to the side and lowers it, 10 times. The person should not bend the body to the side.

- The person repeats the activities with the other leg.



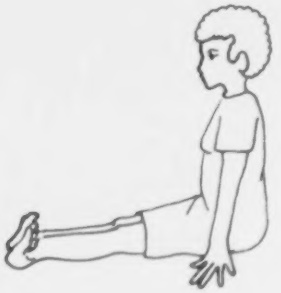
For a person with weak, stiff, or painful feet

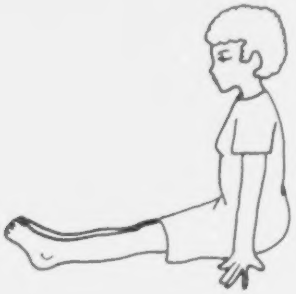
- If the person has weak, stiff or painful feet, teach him or her to do the following exercises.

Exercise 1

- The person sits with the legs out straight.

- He or she keeps the knees straight and bends both feet towards the body as far as possible.





- Then the person straightens both feet away from the body as far as possible.

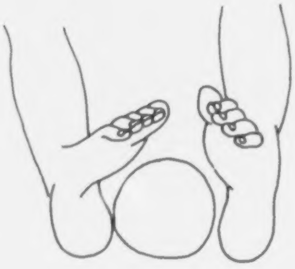
- Do the exercise 10 times.

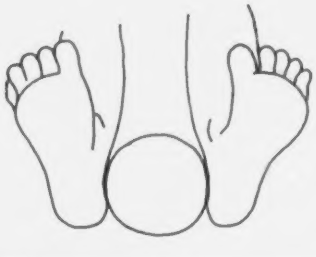
Exercise 2

- The person sits with the legs out straight.

- He or she turns the feet towards each other.

The person can turn the feet over a roll of cloth or a ball.

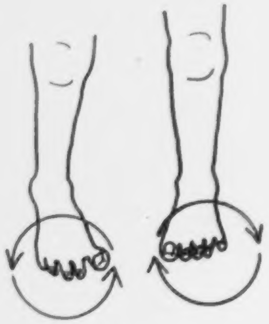




- Then he or she turns the feet away from each other.

- Do the exercise 10 times.

Exercise 3



- The person sits with the legs out straight.

- He or she keeps the feet together and moves them in a circle.

The person does this by moving the feet to one side, up, to the other side, and down.

- Do the exercise 20 times.

Results

	YES	NO
1. If the person has weakness, stiffness, or pain, is he or she doing exercises every day?	☐	☐
2. If the person is doing exercises, does he or she have less weakness, stiffness, or pain?	☐	☐

If your answer to Question 1 is "No", read this package again. Then you can teach the person how to do the exercises.

If your answer to Question 1 is "Yes", but your answer to Question 2 is "No", it may be because of one of the following reasons:

The person is not doing the exercises correctly.

The person has not done the exercises long enough.

The exercises will not help the person. If you think this is the reason, speak to your Local Supervisor.

If your answers to Questions 1 and 2 are "Yes," you and the person have done well. Tell the person to continue the exercises until he or she no longer feels weak, stiff, or painful in the arms or legs.

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

TRAINING IN THE COMMUNITY FOR
PEOPLE WITH DISABILITIES

17.

Training package for a family member of a person who has no feeling in the hands or feet

Information about the disability and what you can do about it

What Is This Package For?

The information in this package will help you to understand the disability of a person who has no feeling in the hands or feet. The instructions will help you to start training the person.

World Health Organization
Geneva, 1989

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17. Training package for a family member of a person who has no feeling in the hands or feet

Information about the disability and what you can do about it

- A person who cannot feel pain in the hands or feet can easily injure their hands and feet. So they must protect them from pressure, rough or sharp objects, or heat.

- The person may have lost feeling in the hands and feet because of one of the following reasons:

The person has a disease which causes him or her to lose feeling in the hands and feet. The loss of feeling causes the diasbility. The disease can be treated with medicine. If the person gets treatment, the disease can be cured and the person will not lose any more feeling. This means that the disability will not get worse. However, if the person has had the disease for a long time, the medicine cannot make the lost feeling in the hands or feet come back.

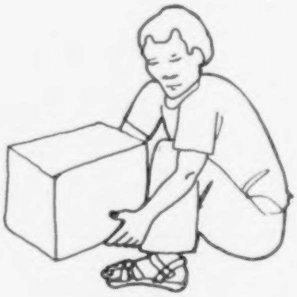
The person had an injury which caused difficulty with feeling and moving in the hands or feet. The difficulty will not get worse if there are no more injuries.

How feeling helps us

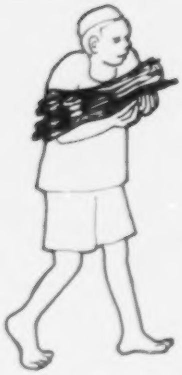
- We are able to feel many things with our hands and feet. We can feel pressure on our skin. We can feel if an object is rough, sharp, or smooth. We can feel heat and cold. We can also feel pain.

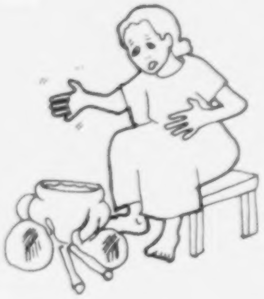
- We know if we have injured our hands and feet because we feel pain. If we have an injury we protect the injured part because we can still feel pain. In this way pain helps us to protect our hands and feet.

- We feel pain in our hands if we hold something that is hard or if we lift something that is too heavy. The pain tells us that our hands can be injured by pressure.

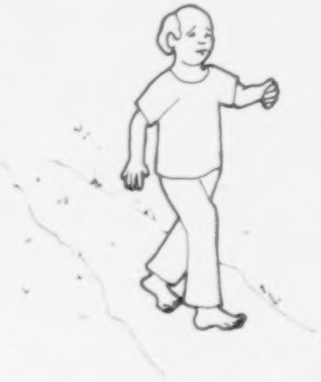


■ We feel pain in our hands if they get scratched or cut when we work with rough wood, rope, or cane. The pain tells us that our hands can be injured by rough or sharp objects.

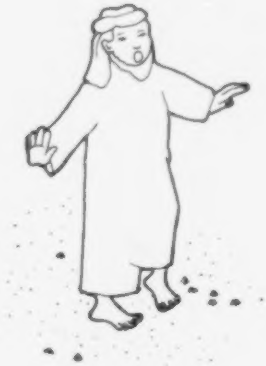




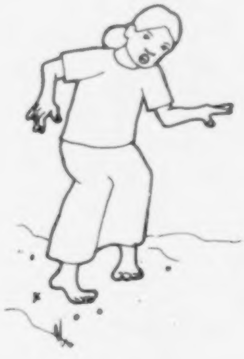
■ We feel pain in our hands when we touch something that is too hot. The pain tells us that our hands can be injured by heat. We quickly take our hands away from a hot object so that they will not get burned.



■ We feel pain in our feet if we walk for a long distance. The pain tells us to stop walking and rest our feet for a while because otherwise we may injure our tired feet. In the same way we feel pain when we walk on feet that are injured. The pain tells us that we should not walk on injured feet because then they will get worse.



■ We feel pain in our feet if we walk on rough ground or if we step on a nail or a thorn. The pain tells us that our feet can be injured by rough or sharp objects.



■ We feel pain in our feet if we walk on hot sand or hot stones. The pain tells us that our feet can be injured by heat. We quickly move away from the heat so that our feet will not get burned.

- When we feel pain in our hands or feet, we stop doing the activity which could injure them. In this way we protect our hands and feet from injury.

How the hands or feet become injured

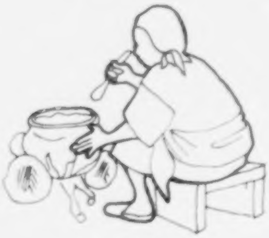
- A person who has no feeling in the hands or feet can injure them very easily. Sweat and oil on our skin protects it and keeps it strong. The skin of hands and feet with no feeling does not produce sweat and oil. So this skin becomes dry and is injured more easily.

- The injuries to the hands or feet may be blisters, burns, scratches, or cuts. Injuries can also happen from thorns or splinters getting into the skin.

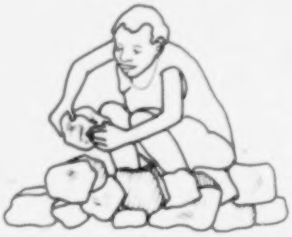
- A person who has no feeling in the hands or feet can injure them and not know that they are injured.

- If the person does not see the injury and take care of it, this injury can become deep and serious.

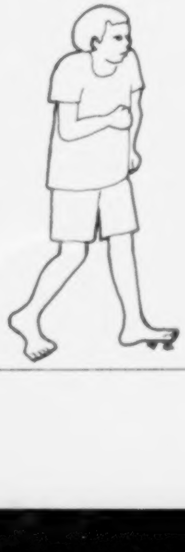
- The injury becomes a wound which can heal. But even if it has healed the person can get another wound in the same place. This happens because the hard, dry skin from an old wound can crack and cause a new wound.



- A person with no feeling in the hands can get burns on the hands. Skin that has no feeling burns more easily than skin that can feel. So heat that does not burn a hand which has feeling may burn a hand with no feeling.



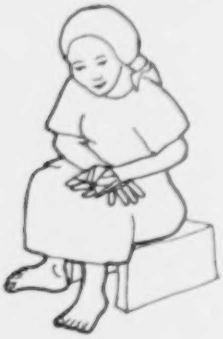
- The person with no feeling in the hands can also cut or scratch the hands when he or she handles something that is rough.

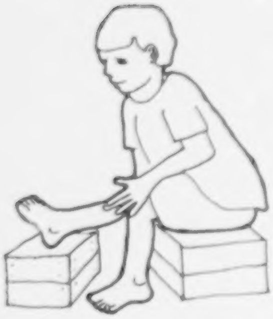


- A person with no feeling in the feet can injure the feet if he or she walks or stands for a long time.

Or the person may step on a sharp object and get a cut on the feet.

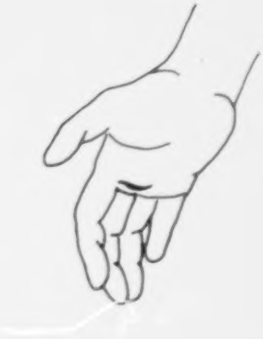
- The person must protect any injury on the hands and feet so that it can heal.

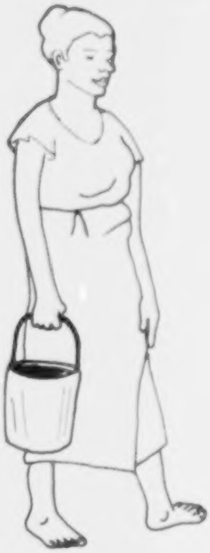


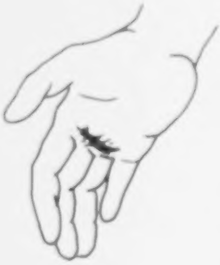


- If the person does not know about an injury, he or she will continue to use the hand or foot. Then the injury will not heal. It will get worse.

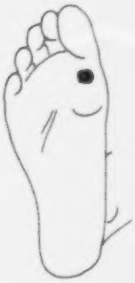
If the person uses an injured hand, the pressure of objects against the wound will make the wound larger and deeper.

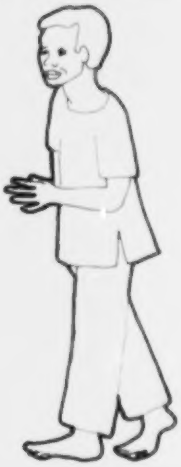


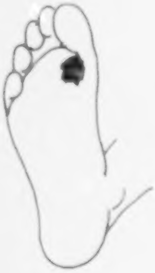




If the person walks on an injured foot, the pressure of the floor or ground will make the wound larger and deeper.

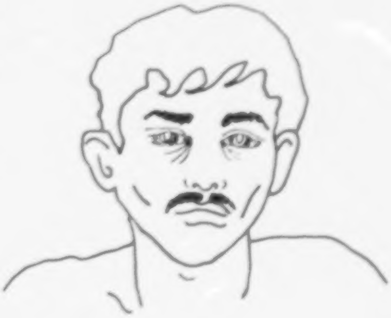






Difficulty with the eyes

- People who have no feeling in the hands or feet may also have difficulty with the eyes.

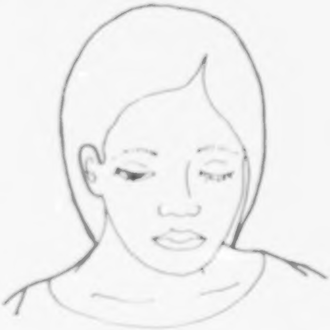


- The person may have no feeling in the eyes. Then the person does not feel when dust, sand, or a small object gets in the eyes. And so he or she does not blink the eyes.

The person's eyes become dry. The eyes may also become red. Then the person may injure the eyes easily.

- If the eyes are injured they may become wet and more red.

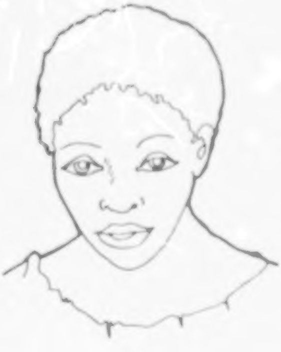
If the eyes are injured often, the person may have difficulty seeing.



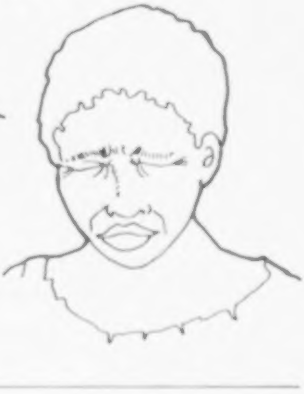
- One or both of the person's eyelids may be weak. If so, the eye does not close completely.

This can also make the eyes dry and red.

How the person can take care of the eyes



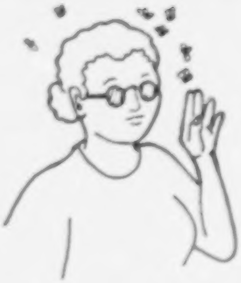
- To prevent dry red eyes, the person should blink the eyes as often as possible.



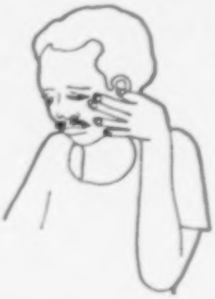
When there is dust or sand in the wind, the person should blink many times and close the eyes as tightly as possible. This will protect the eyes.

■ The person's eyes must be kept clean at all times.

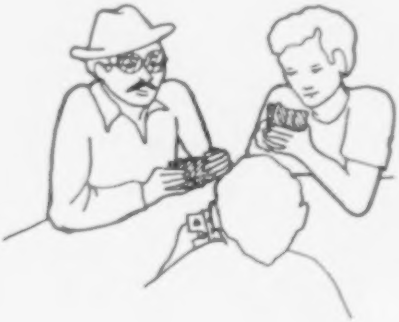
It is most important to keep flies away from the eyes.



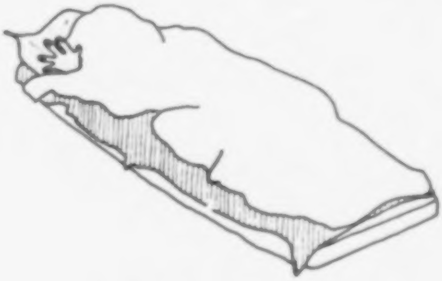
■ The person's eyes should not be touched with the hands. If the eyes feel red or dry, the person should try to close the eyes. He or she can pull the skin beside the eye towards the ear. This will help to close the eye.



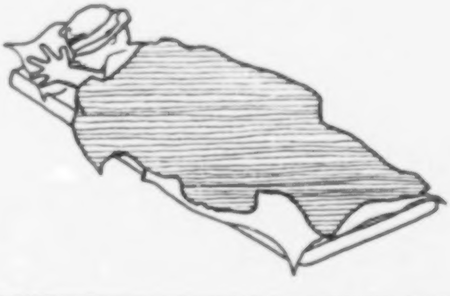
■ The person's eyes should be protected to keep out dust, sand, or small objects. Tell the person to wear a hat or use glasses to protect the eyes.



■ To protect the person's eyes from dust at night, the person can sleep with the head covered.



Or the person can use a clean wet cloth to put over the eyes. Another clean dry cloth can tie the wet cloth to the eyes.



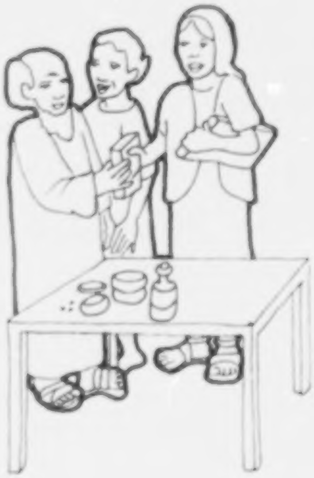
Medicine for the person

- The person who has no feeling in the hands or feet may need to be treated with medicine. Medicines will help to cure a disease that is often the cause of lost feeling. Make sure the person you train sees the health worker or the local doctor to find out if he or she needs medicine.

- If the person has to take medicine make sure that the person knows how to take this medicine. The medicine should be taken at the correct times and for the correct number of months or years.

- Make sure the person continues taking the medicine until the health worker or doctor says to stop.

- Before the medicine is finished, get more from the health worker or doctor. In this way, you can make sure that the person is never without medicine.



- If the person's condition changes, tell the health worker about it. For example, tell the health worker if the person loses more feeling in the feet or hands, gets a new wound, or has a skin rash.

Activities that the person needs to be able to do

- A person who has no feeling in the hands or feet may have difficulty moving the hands and feet. However, the person still needs to be able to do some daily activities.

- The person may not have had schooling as a child. He or she may not do household activities, do a job or join in family and community activities.

- If the person needs to do these activities, speak to your Local Supervisor about it. Your Local Supervisor will give you the Training Package that you can use to help the person to do them.

- The person needs to learn how to take care of the hands and feet because they have no feeling.

Taking care of hands and feet with no feeling

■ A person who has lost feeling in the hands or feet needs to take special care of them. The person needs to be able to do the following activities:

Protect the hands from injuries.

Protect the feet from injuries.

Look carefully at the hands and feet several times every day to see if there is any injury.

Clean, soak, oil, and exercise the hands and feet every day.

Take care of wounds and rest an injured hand or foot until the wound has healed.

Use the hands and feet.

■ Your Local Supervisor will give you another Training Package which tells you how to do all these activities.

Results

After you have read this package, check your understanding by answering the following questions:

■ What causes difficulty with feeling in the hands and feet?

■ How does feeling help people?

■ When do people feel pain in the hands or feet?

■ How does a person with no feeling in the hands and feet injure them?

■ What should a person with an injury do about it?

■ What should a person who has red and dry eyes do to take care of the eyes?

■ How does the person know if he or she should take medicine?

■ What should a person with no feeling in the hands and feet do to take care of the hands and feet?

Now check back in the package to see if your answers are correct. If any answer is wrong, read the package again. Then answer the question again and check your answer. If you have any trouble doing this, you can discuss it with your Local Supervisor.

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

TRAINING IN THE COMMUNITY FOR PEOPLE WITH DISABILITIES

18.

Training package for a family member of a person who has no feeling in the hands or feet

How to prevent injuries and deformities of the hands and feet

What Is This Package For?

The instructions in this package will help you to teach the person who has no feeling in the hands or feet to take care of the hands and feet. Taking care of hands and feet with no feeling helps prevent injuries and deformities. The instructions include how to protect the hands and feet from injuries, how to take care of them, and how to use them.

World Health Organization
Geneva, 1989

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18. Training package for a family member of a person who has no feeling in the hands or feet

How to prevent injuries and deformities of the hands and feet

■ A person who has no feeling in the hands or feet may injure the hands and feet because he or she does not feel pain. Such a person may have difficulty moving the hands or feet. The person's hands or feet may also be deformed or stiff. The person should do special activities every day to protect the hands and feet from injuries and deformities.

■ You should teach the person to do the following activities:

Protect the hands from injuries.

Protect the feet from injuries.

Look carefully at the hands and feet several times every day to see if there is any injury.

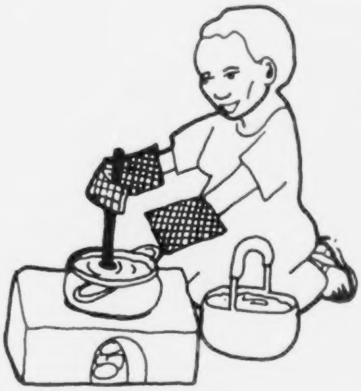
Clean, soak, oil, and exercise the hands and feet every day.

Take care of wounds and rest an injured hand or foot until the wound has healed.

Use the hands and feet.

Protecting the hands

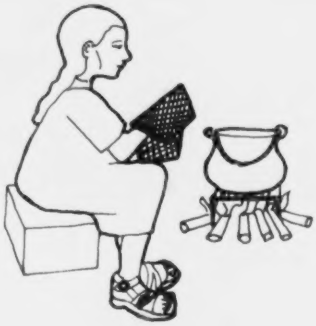
■ The person who has no feeling in the hands needs to use them for doing his or her daily activities. The person uses the hands for household activities such as cooking and cleaning the home. Or the person uses the hands for doing a job such as growing fruits and vegetables, looking after animals, or making handicrafts.



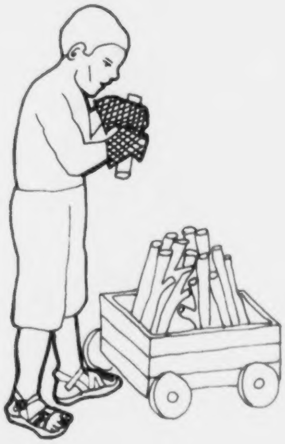
- The person who has no feeling in the hands can do most activities. But he or she must protect the hands when doing activities.

- To protect the hands, teach the person to look at the hands when using them and think about what he or she is doing. Looking at and thinking about the hands when using them helps the person to know what the hands cannot feel.

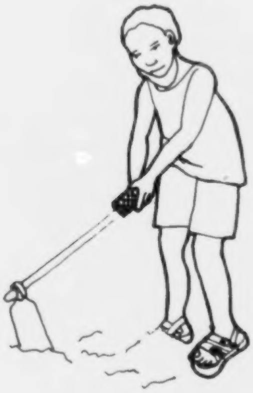
- For example, when the person sees a pot on the fire, he or she knows that it is hot. The person then remembers to hold the pot with gloves or a thick cloth so that it does not burn the hands.



- When the person is handling wood, he or she knows that the wood is hard and sees that it is rough. The person then remembers to wear gloves when handling the wood because it can injure the hands.

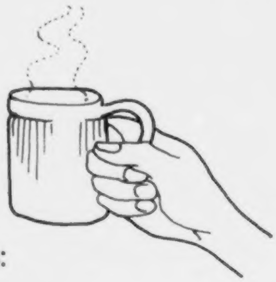


- Teach the person who has no feeling in the hands to take extra care to protect the hands from redness, blisters, burns, bruises, scratches, and cuts. Teach the person also to take extra care to avoid things that can prick and stick in the skin, such as splinters or thorns.



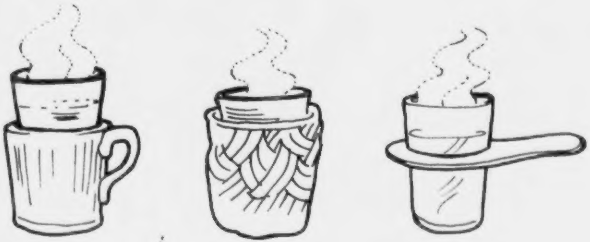
How to protect the hands from burns

- Teach the person to protect the hands when he or she drinks something hot.

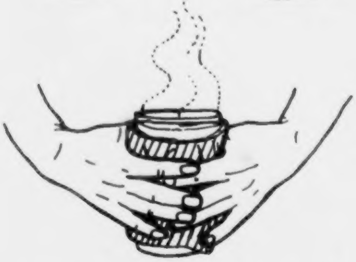


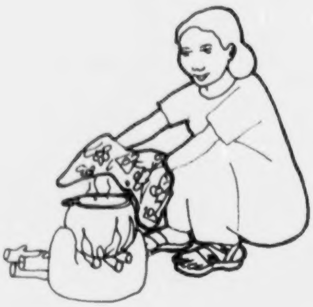
Teach the person to do this in any of the following ways:

- Put a hot glass inside a cup holder woven from grass or cane, or a wooden holder.



Hold a hot glass or cup with some cloth.





- Teach the person to protect the hands when he or she is cooking.

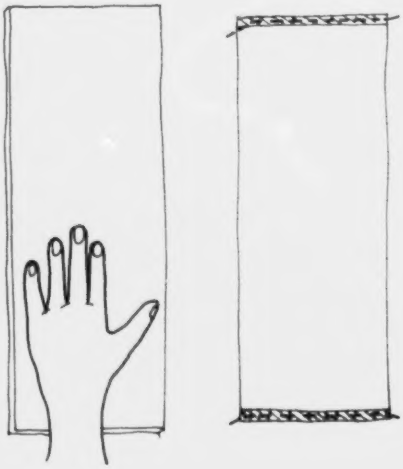
Teach the person to do this in the following ways:

- Use gloves or thick cotton or wool cloth when handling hot objects such as pots, kettles, pans, and metal spoons.

Use the gloves or cloth also when handling pots from which steam is rising.

You can make gloves for the person to use from several layers of cloth. Test the layers to see if they are thick enough to protect the hands from hot objects.

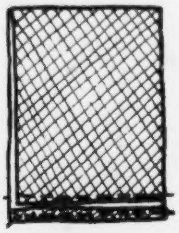
The layers of cloth should be wide enough for the hand to spread and grasp an object. The cloth should be long enough to fold over the hand and cover the wrist.

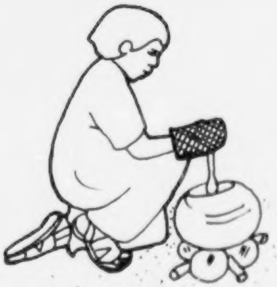


Sew the ends of the cloth together.

Fold the cloth over. Leave one end a little longer than the other. This makes it easier to put the gloves on.

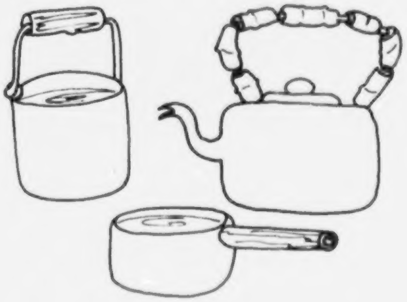
Sew the sides of the glove together.





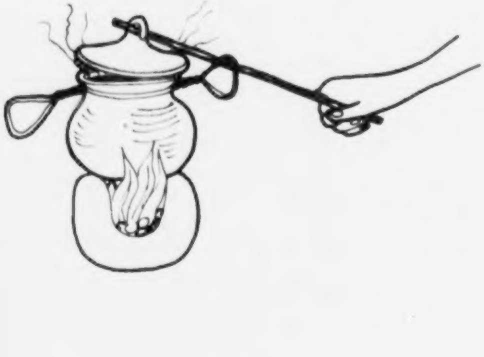
- Use spoons made of wood. Make the handles of the spoons smooth so they do not scratch the hands.

If metal spoons are used, the person should wear gloves when holding them.

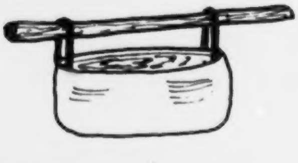


- Use pots and kettles that have covered handles.

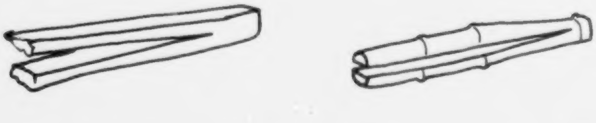
Cover the handles of pots and kettles with wood or bamboo. Perhaps the person can get pots and kettles with covered handles in a shop.



- Use a wooden stick to move hot objects, such as a pot, the lid of a pot, or a piece of firewood.

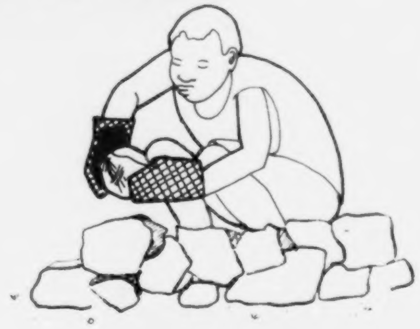


- Use tongs to lift small hot objects, such as coal or firewood. Make tongs from wood or bamboo.



How to protect the hands from scratches and cuts

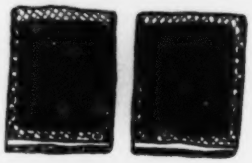
■ Teach the person to protect the hands when working with rough objects or tools.



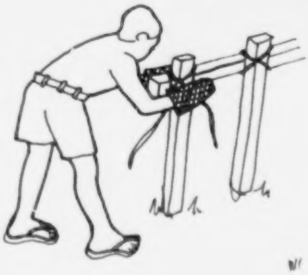
Teach the person to do this in any of the following ways:

■ Use gloves.

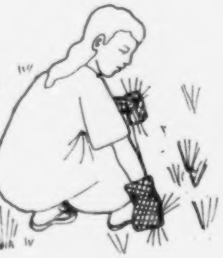
Make the gloves from thick layers of cloth. Then sew a piece of leather or strong cloth on the palm side for more protection.

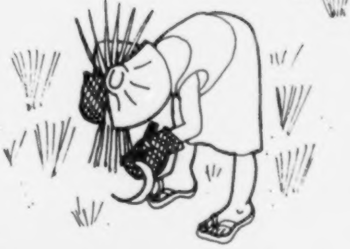


Wear gloves when working with objects such as rocks, wood, or rope.

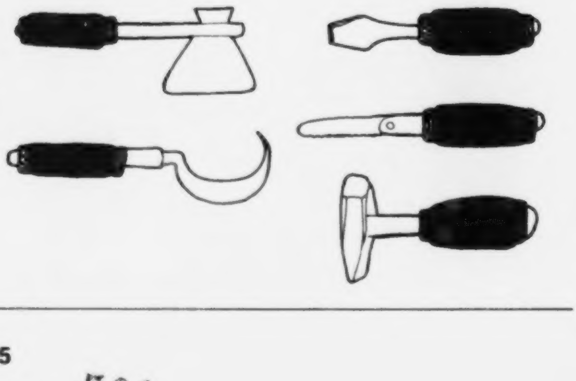


Wear gloves when working in the field or the garden.





■ Pad handles of tools so they are not rough and are easier to hold. Put a piece of soft rubber around the handle. Then wrap cloth around it to hold the rubber on the handle.



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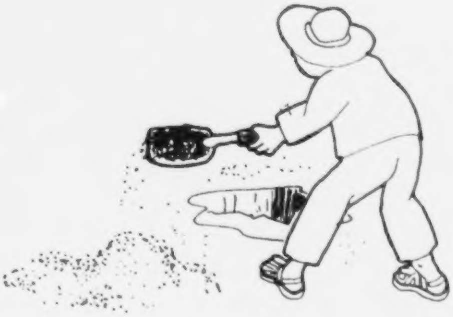
How to protect the hands from blisters

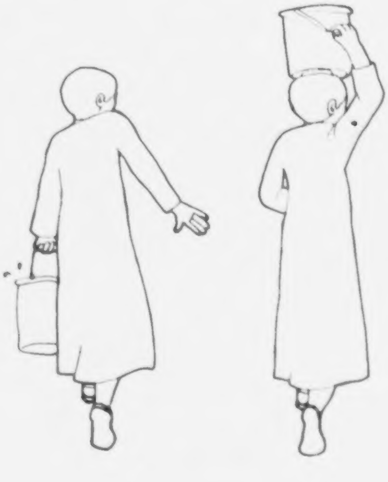
■ Pressure causes blisters. To prevent blisters the person must protect the hands when he or she does activities that put pressure on the hands.

Teach the person to do this in any of the following ways:

■ When the person does work such as digging, ploughing, hammering, or chopping, he or she must hold the tool very firmly. To prevent pressure on the hands which can cause redness and blisters, pad the handles of tools with cloth or rubber.

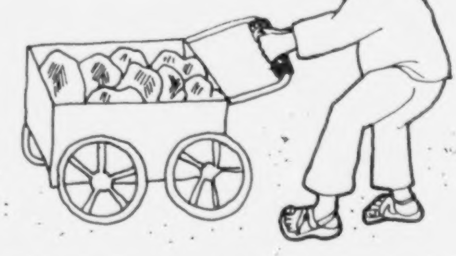


Teach the person to stop working from time to time to look at the hands. If they are red, the person should rest for a while. If there is a blister on the hands, the person should stop working.

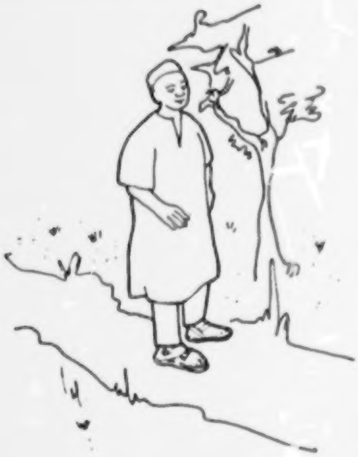


■ When the person carries a heavy object, there is pressure on the hands. Whenever possible teach the person to carry heavy objects on the head.

If the person must carry or move a heavy object with the hands, the person should wear gloves or put padding on the object.



Protecting the feet



■ The person who has no feeling in the feet will use them for standing and walking every day. Teach the person to think about the feet when standing and walking and take extra care to protect them.

Wear shoes or sandals

■ Wear shoes or sandals when sitting, standing, or walking.

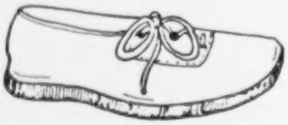
Ask the health worker if there is a shoemaker who makes special shoes for people who have no feeling in the feet. If so, go to this shoemaker to get shoes or sandals for the person.

■ If there is not a shoemaker who makes special shoes, you may find shoes or sandals in a shop.

■ The person may be able to make his or her own sandals. Or you may be able to make sandals for the person.

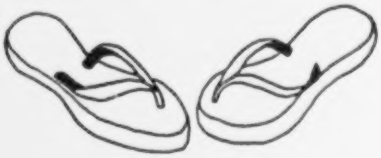
If not, ask a shoemaker to make shoes or sandals for the person. The shoes or sandals should have the following:

A thick, soft inner sole under the person's feet. The shoe in this picture has a soft sole inside.



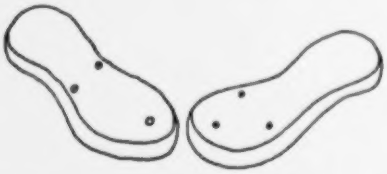
A strong, hard sole on the bottom.

The correct size so that the shoes or sandals do not rub or press the skin of the feet.



■ Sandals can be made in the following way:

Use a pair of rubber slippers. Take off the straps of the slippers. Fill the holes that the straps leave with soft rubber. Then stones will not get into the holes and press on the skin of the feet.



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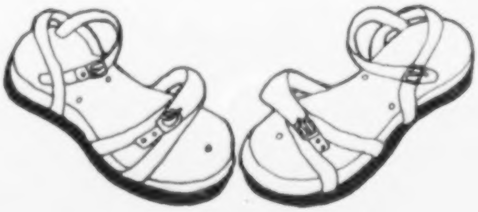
Make straps for the front and the back of the sole of the slippers. The strap at the back will go around the back of the person's foot and close in front.

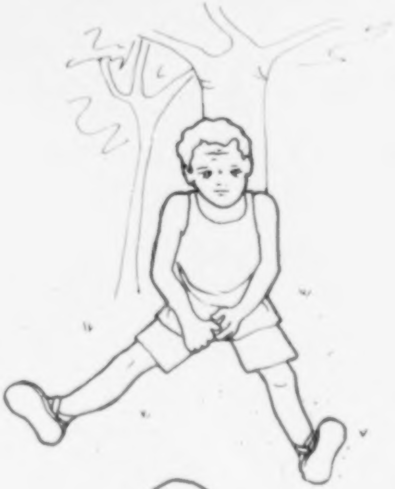


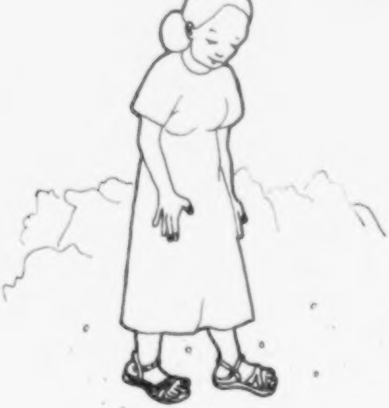
The front and back straps should have buckles. Then the straps can be fitted so they do not rub the skin of the feet.

Put a hard sole under the sole of the slippers. The hard sole can be made from tyre rubber. The straps should be glued to the sandals between the soft sole and the hard sole.

Look after the feet when walking, standing, and sitting

- The person should only walk for short distances. If the person must walk for a long distance, he or she must stop from time to time to rest the feet. Teach the person to look at the feet when stopping for a rest to make sure that there are no blisters or wounds.

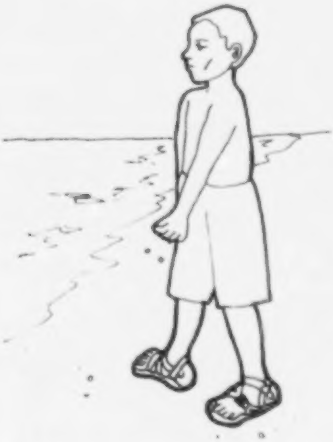




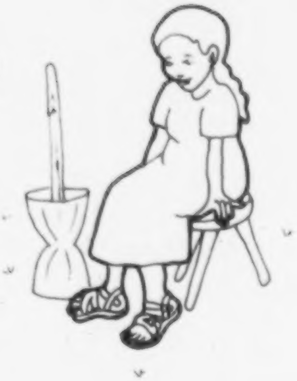
- The person should walk not too fast and not too slowly.

Teach the person to be careful when walking on rough ground. He or she should look out for and avoid stones or plants which may injure the feet.

- Teach the person to avoid standing or walking on hot stones or hot sand without shoes or sandals.

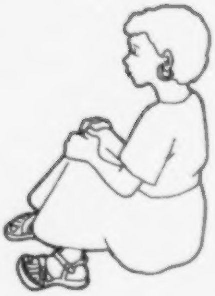


- The person should not stand for a long time, but sit down from time to time to rest.

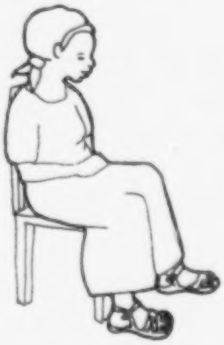


- Teach the person to think about the feet when sitting. Shoes will give some protection to the feet when the person sits on the floor or the ground.

Teach the person to sit in a way that will not press on the sides of the feet or ankles.



- The person can sit on the ground, a log, or a chair and put the feet flat on the ground.

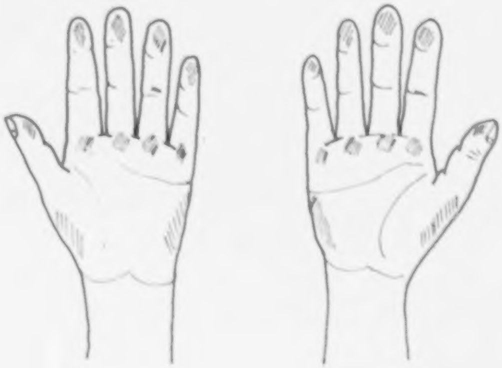


Looking carefully at the hands and feet every day

- Every day the person should look carefully at the skin on the hands and feet. The person should sit where there is good light to see any marks on the skin.

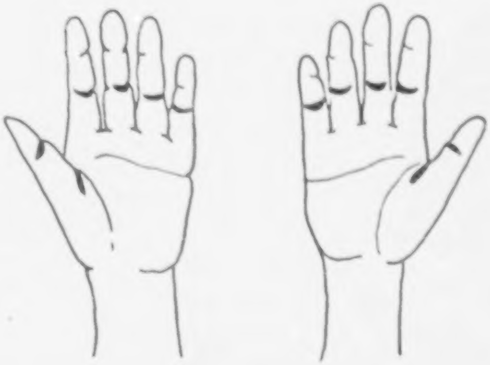
Teach the person to look for redness, blisters, burns, bruises, scratches, and cuts. The person should look for small areas of hard skin that may need to be rubbed off. These areas may be near cracks in the skin or near old wounds. The person should also look for anything in the skin, such as a thorn, a splinter, or a piece of metal or stone.

- The parts of the palms of the hands that are often injured are shown in this picture. Special care should be taken of these parts in looking for redness, blisters, burns, bruises, scratches, cuts, or anything in the skin.



- The parts of the palms of the hands that are often dry and cracked are shown in this picture. These are the parts the person should look at for cracks or breaks in the skin.

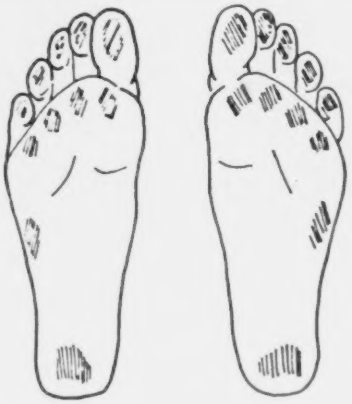
The person should also touch these parts of the hand to feel for areas of skin that are hot. If the skin feels hot or warm, there could be an injury under the skin.



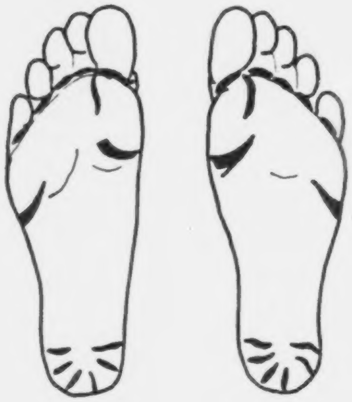
If the person has no feeling in the hands, he or she should use the forearm of one hand to feel for hot areas on the other hand. If the person does not have feeling in the forearm, you should feel for hot areas on the person's hands.

Teach the person to treat a hot area as an injury. He or she should protect the hand with special care and use it as little as possible.

- The parts of the soles of the feet that are often injured are shown in this picture. These are the parts the person should look at carefully just as he or she looked at the hand.



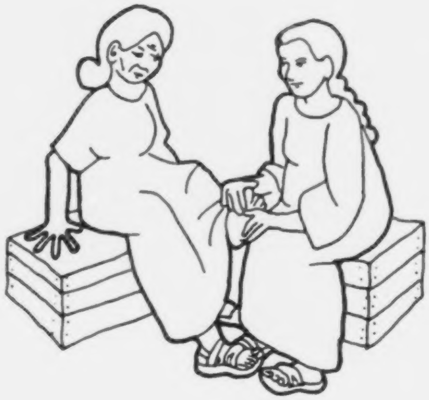
- The parts of the soles of the feet that are often dry and cracked are shown in this picture. These are the parts the person should look at for cracks or breaks in the skin.



- The person should also feel these parts of the feet and also the top of the feet just as he or she felt the hands. If there is a hot area, the person should treat it as an injured area. The person should protect the foot and walk as little as possible.

If the person cannot see the soles of his or her feet, you should look carefully at the person's feet. Look for redness, blisters, burns, bruises, scratches, cuts, or anything in the skin.

Also feel the person's feet for hot or warm areas.



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Cleaning, soaking, oiling, and exercising the hands and feet every day

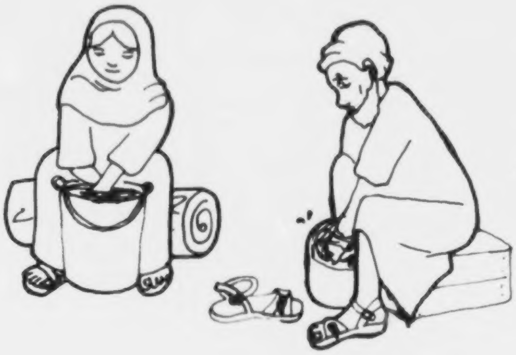
- The skin on hands and feet with no feeling becomes dry and breaks open easily. This skin needs special care every day.

If there are no open cracks or wounds, teach the person to take special care of the skin in the following way:

- First soak the hands and feet in water for 5 minutes.

The person can do this when bathing or washing clothes.

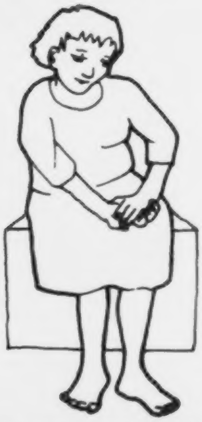
- After soaking the hands or feet, rub off any hard skin. Do this with a piece of rough cloth or a stone.

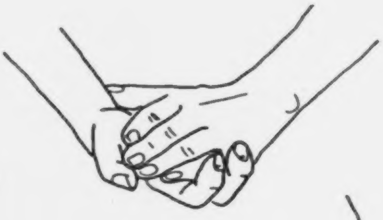


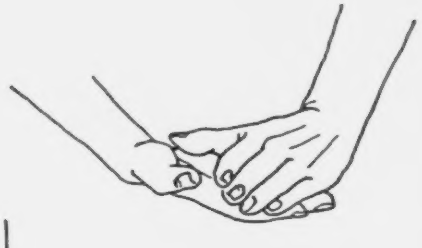
- Then massage each hand and foot with oil for 5 minutes. Use coconut oil, peanut oil, or any cooking oil, or Vaseline.

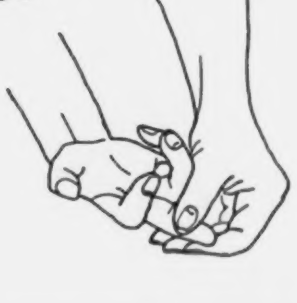
- Exercise the fingers while massaging the hands with oil or Vaseline.

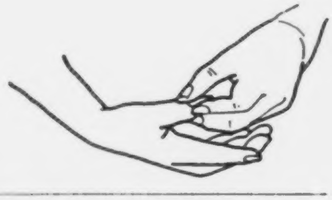
Exercise the fingers by resting one hand on the legs and using the other hand to gently push the fingers straight.







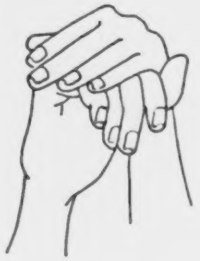




If the fingers are stiff, gently straighten each finger and the thumb as much as possible.

- Exercise the fingers in the following way:

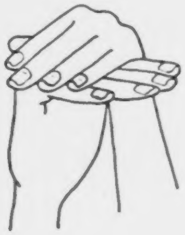
Use one hand to hold the fingers of the other hand in a bent position.



Then straighten the ends of the fingers.

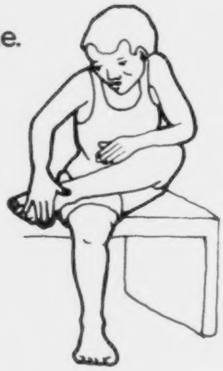
Straighten and bend the fingers 10 times.

Then repeat the exercise with the other hand.

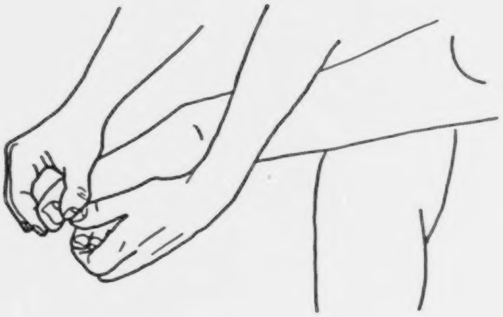


- Exercise the toes while massaging the feet with oil or Vaseline.

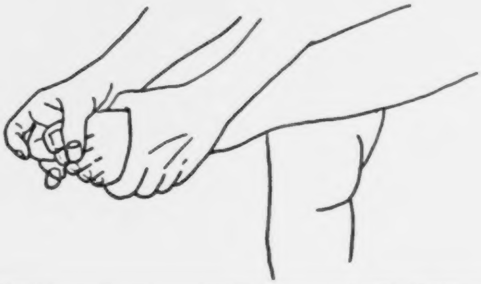
Gently rub the oil or Vaseline over and under the feet and toes.



Massage each toe and between the toes with oil.



Gently straighten each toe while doing the massage.



Taking care of injuries

How to clean and cover a wound

■ The person may sometimes find a wound on a hand or foot even though he or she has been very careful.

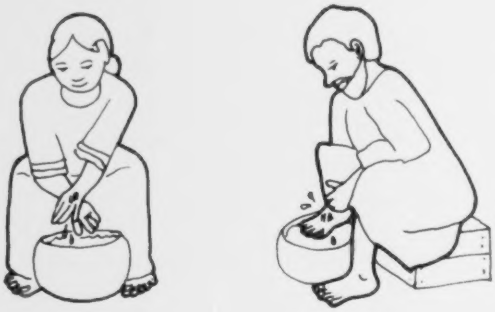
■ Help the person to find out how the hand or foot became injured. If the person knows the cause of the injury, help him or her to prevent further injuries that could be caused in the same way.

■ If the person takes care of the injury immediately, the wound will not get worse. For this reason, teach the person to do the following:

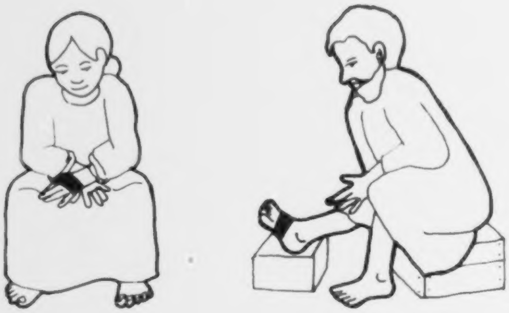
Stop oiling and massaging the hand or foot until the wound is healed.

Gently wash the injured area with soapy or salty water.

Gently dry the area without rubbing the wound.

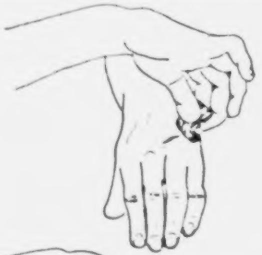


Cover the wound with a clean cloth. Keep the cloth in place with another piece of clean cloth.

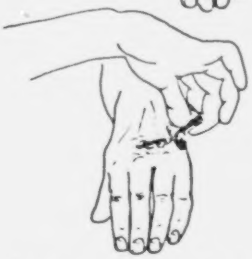


■ Use the injured hand or foot as little as possible for two or three days. Try to think that the injury is painful. This may help to protect the hand or foot.

- Look at the injury daily. If there is no redness, swelling or pus around the wound, keep a clean cloth over it until it heals.



- If there is redness, swelling, or pus around the wound, go to the health worker for advice about it.



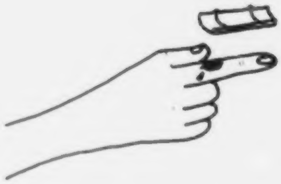
After the wound is healed, the hand or foot can be soaked, oiled, and massaged as before the injury.

How to rest an injured hand or foot

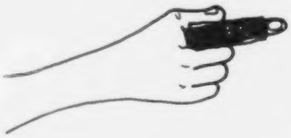
- If only one finger is injured, teach the person to use a finger splint to rest it.

- Make a finger splint from cane, bamboo, a piece of thin wood, thick rubber, or cardboard.

Make the splint a little shorter than the length of the finger to be splinted.

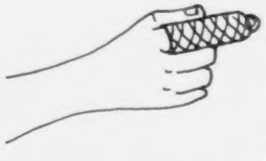


Cover the finger with a thick layer of clean cloth so the edges of the splint do not scratch the skin. Put the splint on the finger.



Fix the splint on to the finger with another strip of clean cloth. Wrap the cloth so it is not too tight.

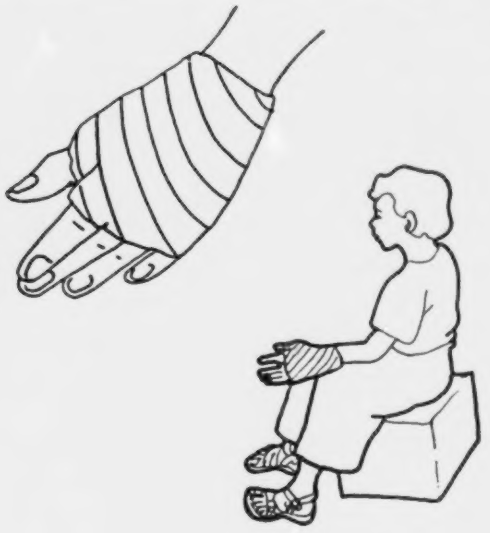
The splint will prevent the person from bending and moving the finger, and this will allow the injury to heal.



- Each day take the splint off and look at the wound.

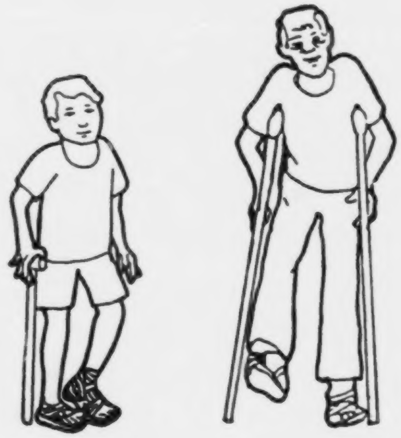
If the wound is healing, clean the wound, cover it, and continue to use the splint until the wound is completely healed.

If the wound is red or swollen, or has pus, the person should go to the health worker for advice.



- If the hand is injured, wrap it in a clean cloth. Use the hand as little as possible. The person can try to think that the hand is very painful. This will help him or her to rest the hand.

- To rest an injured foot, teach the person to avoid standing and walking as much as possible.



If the person must walk, he or she should try to protect the foot.

The person can try to walk without stepping on the injured part of the foot. The person can try to think that the foot is very painful.

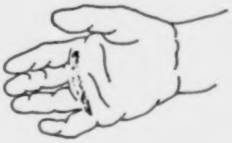
Or the person can use a stick or crutches. Your Local Supervisor has a Training Package that tells you how to make and use a stick or crutches. Ask your Local Supervisor for this package if you need it.

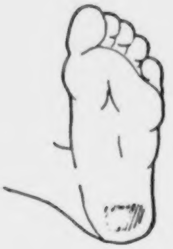
- Look at the wound every day. If the wound is not healing, it needs more rest.

- Every day check the wound on the foot. If it is healing, the person should clean it and cover it, until it is completely healed. If it is red or swollen, or has pus, the person should go to the health worker.

How to take care of a swollen hand or foot

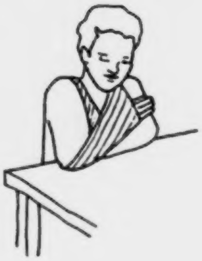
■ An injured hand or foot may become swollen.

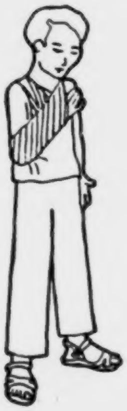




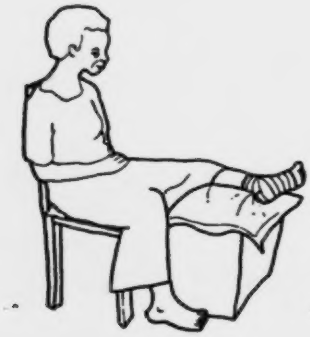
A swollen hand or foot becomes stiff. The skin may become tight and break open easily.

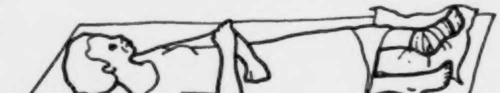
■ A swollen hand or foot should be held up as much as possible. It should not hang down. Rest the hand in a sling.

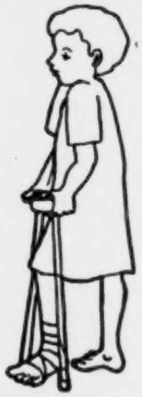




■ The person should rest a swollen foot on a chair or a box when sitting. When the person lies down, he or she can put the foot up on a cushion. If the person has to walk, he or she should use sticks to walk with. The person should walk as though the foot is painful.





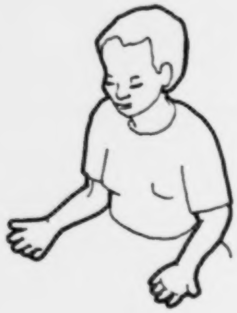


The person should keep the hand or foot up as much as possible until the swelling goes away completely.

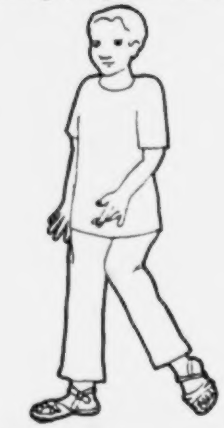
After the swelling goes away and the wound is healed, soak, oil, and massage the hand or foot every day. The person should also do gentle exercises with the hand or foot.

Using the hands and feet

- Hands or feet with no feeling may be difficult to move. They may also be deformed.



The person may have difficulty moving and using hands that are deformed.

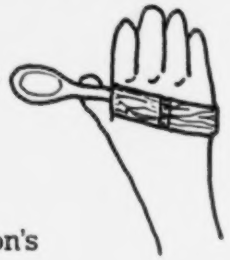


The person may have difficulty walking with feet that are deformed or are difficult to move.

The hands

- A person with no feeling in the hands may have lost part of the fingers or may have stiff fingers. The person may have difficulty using the hands to hold a spoon, a comb, or a brush.

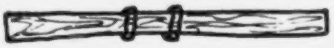
Straps will make it easier for the person to do activities.



How to make a leather strap

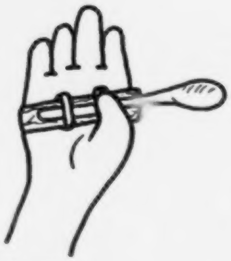
- Ask a shoemaker to make a leather strap for the person's hand that will help him or her to hold objects.

Use a leather strap which fits around the person's hand. Sew two loops close to the centre of the strap.



These loops will hold the handle of a spoon, comb, or brush.

Sew the strap together so that it fits around the person's hand.

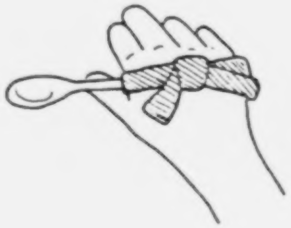


If you cannot get a leather strap for the person, make a cloth strap for the hand.

How to make a cloth strap

- Tie a strip of heavy cloth around the hand.

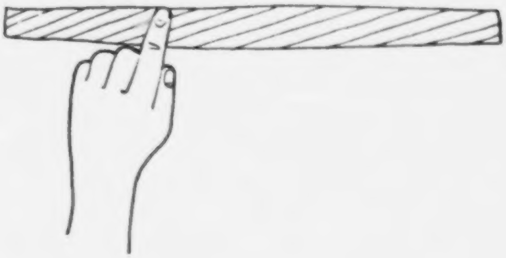
In the cloth make a pocket to hold the handle of a spoon or comb.



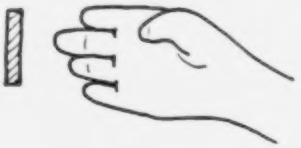
What you need to make the strap

- You need a piece of heavy cloth as wide as half the length of your fingers.

It should be long enough to wrap around the person's hand and tie on the back of the hand.



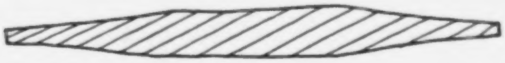
- You need a piece of cloth for the pocket. This piece should fit the width of the palm of the person's hand.



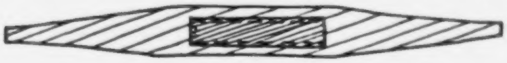
- You need a sewing needle and thread.

How to make the strap

- Cut the ends of the cloth to make them less wide than the middle of the cloth.



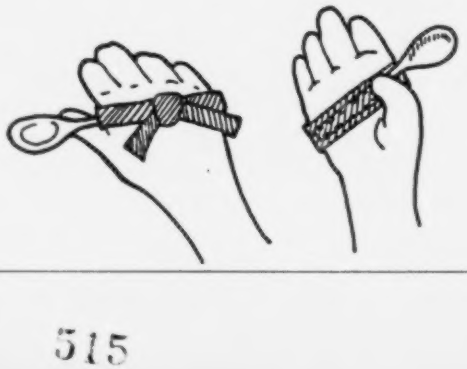
This will make it easier to tie the cloth around the hand.



- Sew the small piece of cloth on to the middle of the longer cloth to make the pocket.

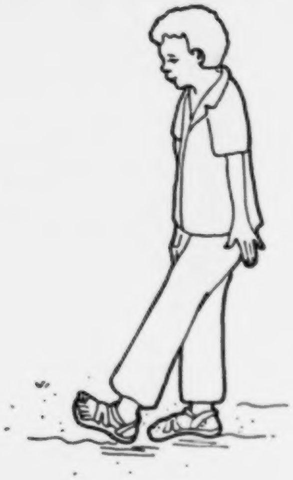
Leave one side open so the handle of a spoon or comb will go into the pocket.

- Then tie the strap to the person's hand.

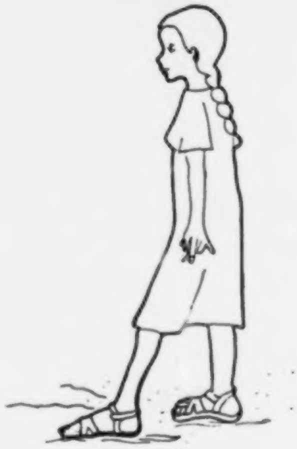


The feet

- A person who is not able to lift the front part of the foot up off the ground has a drop foot.



This picture shows a person who can lift the foot.



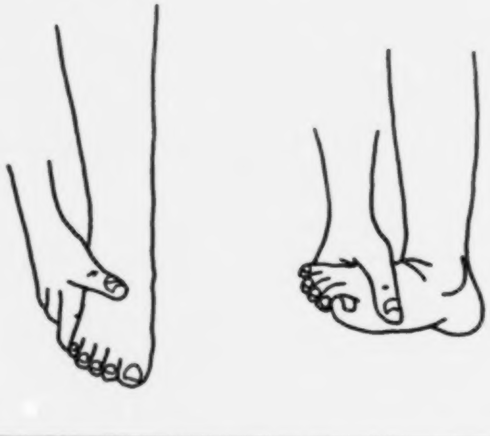
This picture shows a person who cannot lift the foot. This is a drop foot.

A person may have a drop foot on one leg or on both legs.

- A drop foot needs exercise. The foot may also need a splint.

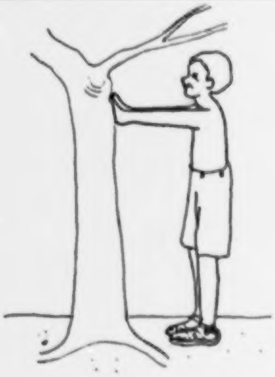
How to exercise a drop foot

- Teach the person to do these exercises once each day.
- Move the foot up.



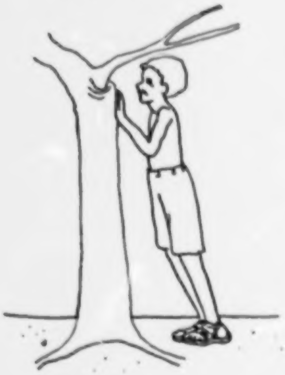
Hold the middle of the foot on the side of the small toe. Then lift the foot up and turn it toward the side of the small toe. The exercise should be done 10 times.

- Stand near a wall or a tree. Keep the arms straight. Keep the feet flat on the ground.



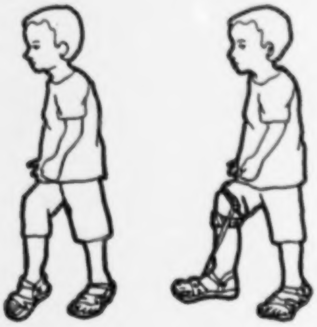
Then lean forward, bending the elbows, keeping the knees straight, and keeping the feet flat on the ground.

The exercise should be done 10 times.



Using a splint for a drop foot

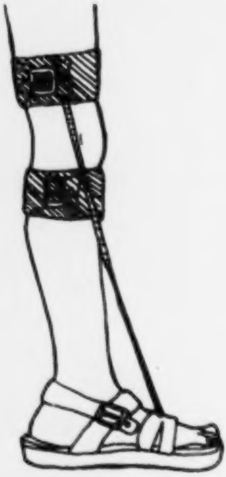
- The person with a drop foot may drag the foot while walking. If the person has difficulty walking with a drop foot, teach him or her to use a splint for the foot.



How to wear the splint

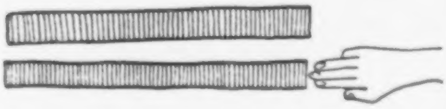
- Two wide straps are buckled firmly on the leg. One should be put above the knee and the other below. A narrow strap is fixed to the two wide ones.

- Elastic or inner tube rubber is fixed at the upper end to the middle of the narrow strap. It is fixed at the lower end to the sandal or shoe. The elastic or rubber holds the foot up when the person walks.

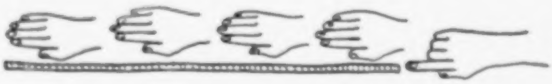


What you need to make a splint

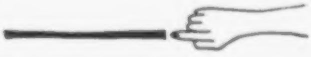
- You need two straps of leather, canvas, or thick cloth as wide as three fingers and long enough to buckle around the leg above the knee and below the knee.



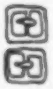
- You need a strap of leather, canvas, or thick cloth as wide as one finger. It should be four times the length of your hand.



- You need a piece of elastic or inner tube rubber as wide as one finger and long enough to stretch from the narrow strap to the sandal or shoe.

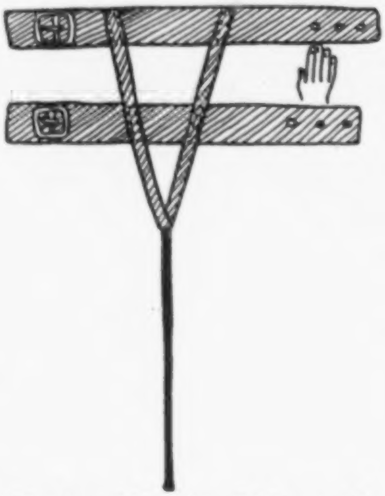


- You need buckles for the straps above and below the knee.



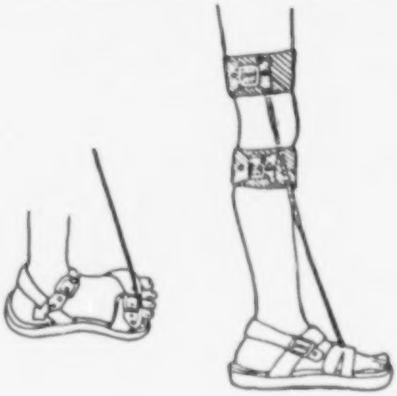
- You need sewing needle and thread.

How to make the splint



- A splint for the right leg is shown in the picture.
- Lay the two wide straps flat on the ground or table. The distance between them should be the length of your hand.
- Fold the narrow strap in two. Fix the two ends of this strap to the others as shown so that it will lie on either side of the knee.
- Sew buckles to the short side of the two straps as shown. The buckles should be on the outside of the person's leg.
- Fix the elastic or inner tube rubber to the middle of the narrow strap. First fix it by pinning it in place because you may need to change it later.

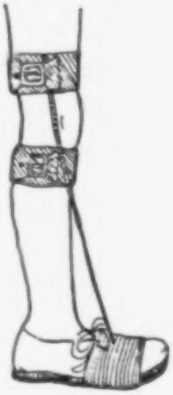
■ If the person wears sandals, sew the elastic or tube rubber to the front strap of the sandal. Sew it to the sandal at the middle of the foot, near the third toe.



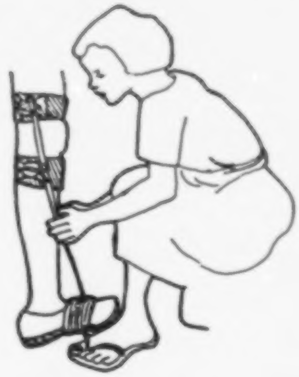
■ If the person wears shoes, sew the elastic or tube rubber to the shoe. Sew it to the shoe so that it is on the middle of the foot, near the third toe.

If you cannot sew the elastic or tube rubber to the shoe, make a strap to fit around the person's shoe. The strap can be made from canvas or a thin piece of leather. Sew the elastic or tube rubber to the strap.

The person puts the strap around the shoe with the elastic or tube rubber at the middle of the foot, near the third toe.



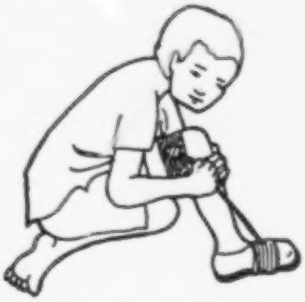
■ Help the person to put on the splint. Remove the pin. Find out how long the elastic or tube rubber should be to prevent the person's foot from dropping when he or she walks. When you have found out the correct length, sew the elastic or tube rubber to the strap.



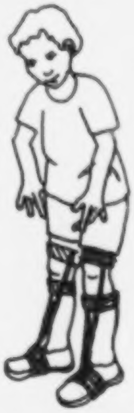
■ Teach the person how to put the splint on without help.

First the person puts on the sandal or shoe. Then he or she puts the straps of the splint around the knee and buckles the straps.

Teach the person also to take off the splint without help.



- Make splints for both feet if necessary.



Results

	YES	NO
1. If the person has difficulty feeling, have you trained the person to take care of the hands and feet?	☐	☐
2. If you have trained the person, what is the person doing to take care of the hands?		
Is the person protecting the hands from injuries?	☐	☐
Is the person protecting the feet from injuries?	☐	☐
Is the person looking at the hands and feet every day to see if there are any injuries?	☐	☐
Is the person cleaning, soaking, oiling and exercising the hands and feet every day?	☐	☐
Does the person protect and rest his or her hand or foot if there is an injury?	☐	☐
If the person needs a hand strap or a foot splint, does the person have it?	☐	☐

If your answer to Question 1 is "Yes", but some or all of your answers to Question 2 are "No", read the package again. Then train the person to do all of the activities to take care of the hands and feet.

If all your answers to Questions 1 and 2 are "Yes", you and the person have done well. Continue to do the activities you are doing.

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

TRAINING IN THE COMMUNITY FOR PEOPLE WITH DISABILITIES

19.

Training package for a family member of an adult who shows strange behaviour

Information about the disability and what you can do about it

What Is This Package For?

The information in this package will help you and other family members of a person who shows strange behaviour to understand the disability. The instructions explain how you can help the person to be better accepted by your family and community members. In this way the person can lead a better life.

World Health Organization
Geneva, 1989

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19. Training package for a family member of an adult who shows strange behaviour

Information about the disability and what you can do about it

Strange behaviour is caused by an illness

■ A person who shows strange behaviour is someone who thinks, acts, or talks in a very different way from other people. He or she has not always behaved this way. The person has changed.

The person's behaviour may have changed suddenly in just a few days or it may have changed slowly over many months.

Strange behaviour is caused by an illness inside the head. Because of the illness, the person cannot behave as before. He or she needs to be understood and helped by family and friends.

■ The person with this illness cannot think clearly or understand what has happened. The person may not know that he or she is ill or understand how this affects other people.

You and the family need to understand that the person behaves strangely because of the illness.

How the person may behave

■ The person you train may show only some of the behaviour described in this package.

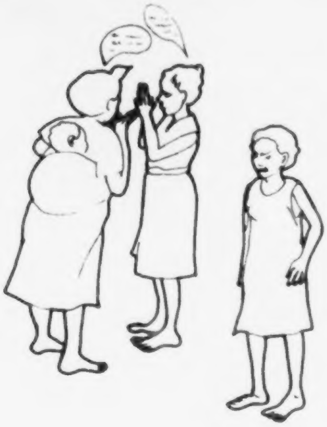
The person may show strange behaviour only at certain times. At other times the person's behaviour may not be strange but perfectly normal, just as before the illness.

■ When the illness began, it may have looked as if the person was very worried. You may have seen that the person could not do the things that he or she had done before. The person may have appeared less interested in life.

- Now the person may be making strange decisions and saying strange things. You cannot understand why.

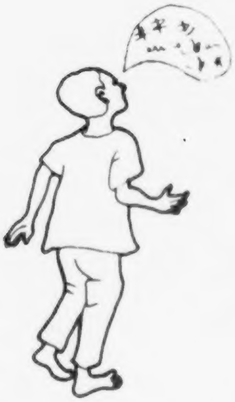
- Now he or she may not sleep well.

- At times the person may be looking for something which he or she cannot find. Sometimes the person may not even know what he or she is looking for.

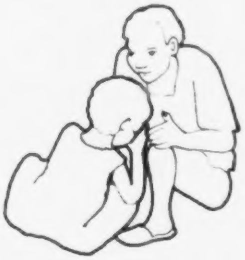


- The person may suspect other people at home or at work without any reason. The person may think that he or she is not liked by other people. The person may believe that other people want to cause trouble or to punish him or her. The person may believe that other people talk behind his or her back, when this is not true.

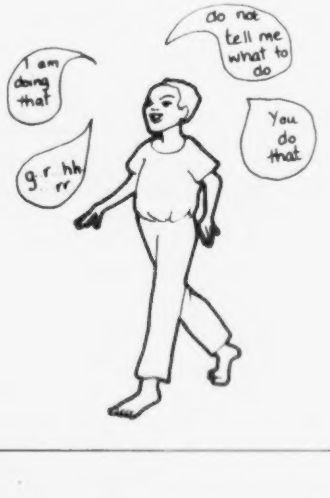
- The person may be easily hurt by what other people say. He or she may misunderstand what others say to him or her.



- The person may sometimes speak strangely so that you cannot understand the words the person uses. It may sound as if the person is speaking another language. At other times the person may use bad language.

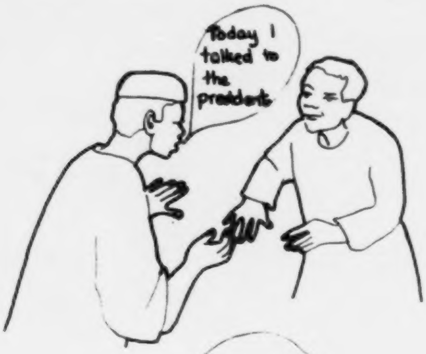


- If the person used to be active and confident, now he or she may not care what is happening in the family or community. He or she may sit alone at home, even during meals, and may not join other people.

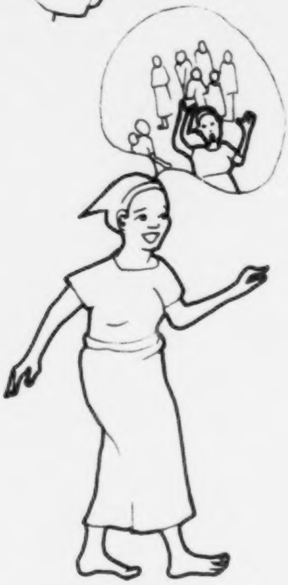


- Or if the person used to be quiet and shy, now he or she may be active, confident, and talkative.

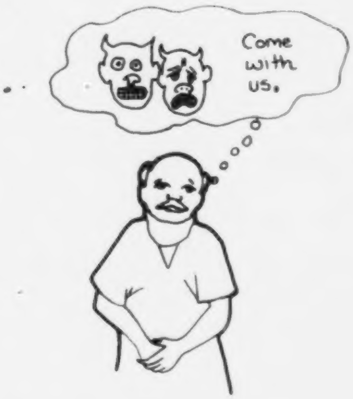
- The person may always be moving around and unable to rest. The person may appear confused.


Today I talked to the president.

- The person may begin to believe things that you know are not true. The person may tell you that he or she has talked to some important people, but you know that this is not true.

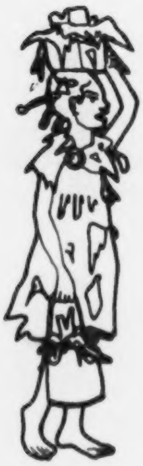


- The person may also believe that he or she is someone else. The person may think that he or she is a very important person such as the prime minister, a great religious leader, or someone who is dead.


Come with us.

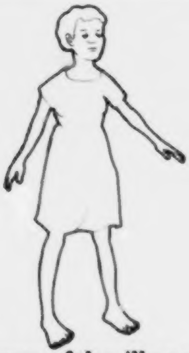
- When the illness gets worse, the person may see and hear things that are not there.

For example, the person may hear people talking or calling to him or her. The person may talk to these people, but you cannot see them. You know they are not there.



- The person may now show almost no feelings or interest in other people. The person may no longer want to join in a home life with the family. He or she has probably stopped going to work and does not participate in daily activities.

- The person may start collecting rubbish. He or she may look less and less tidy and wear strange clothes.

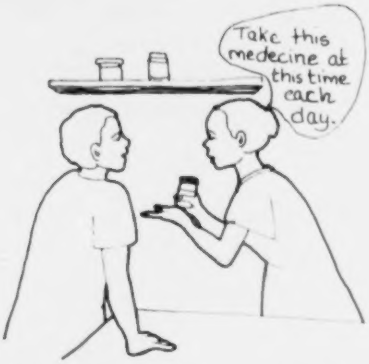


■ The person may move around less and less. He or she may move around in a stiff way and without thought.

■ The person may no longer be interested in taking care of himself or herself. He or she may have stopped eating, washing, bathing, and doing other daily activities.

■ Because of the illness, the person may show any of this strange behaviour. But his or her behaviour may also change from time to time.

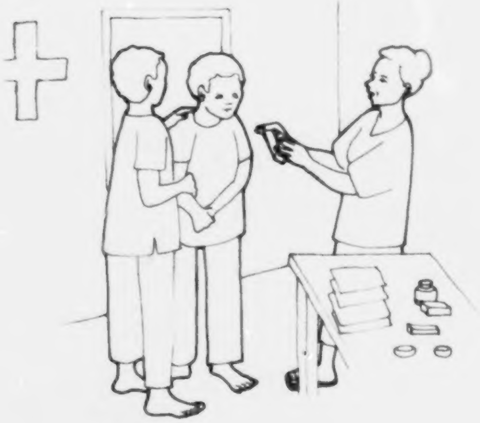
Medicine for the person


Take this medecine at this time each day.

■ The person needs to take medicine for the illness. Medicine may help to make the illness better. The person may need to take medicine for the illness for a long time, perhaps for the rest of his or her life. When the person has taken the medicine for a while, he or she may not show strange behaviour. But even then the health worker may tell you to make sure that the person continues to take the medicine. Otherwise the strange behaviour may come back.

■ If the person has no medicine for the illness, take him or her to see the health worker without delay.

■ If the person has medicine to take for the illness, make sure that he or she takes it in the correct way at the correct times. •



■ Ask the health worker how you can help the person take the medicine. The health worker can tell you what to do.

■ If for some reason the person does not take the medicine, tell the health worker about this.

■ The health worker wants to help the person. The health worker will ask to see him or her on certain days. You should know these days so that you can be sure that the person goes to see the health worker.

- If the person suddenly becomes stiff and some parts of the body start moving and do not stop, it may be because of the medicine. If this happens, you must get advice from a health worker. Call for the health worker to come immediately. If the health worker is not able to come soon, take the person to the nearest health centre.

What the family can do to help the person

- The person's family is probably surprised and worried about the change in the person's behaviour.

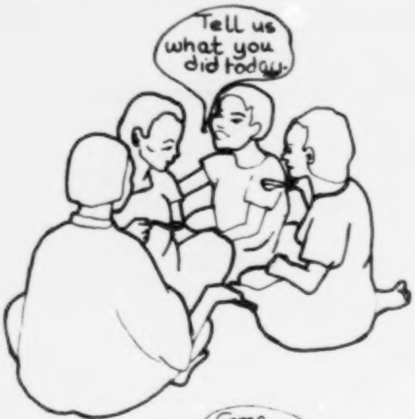
All the members of the family need to understand that the person's strange behaviour is because of the illness. The family can do a lot to help the person to get better.

- The person's strange behaviour sometimes makes life very hard for other members of the family. Some families have broken up because of this. Some people with strange behaviour have left their families to live on the village streets. Or they have left their villages. This makes the illness worse because in these situations there is no one to care about the person.

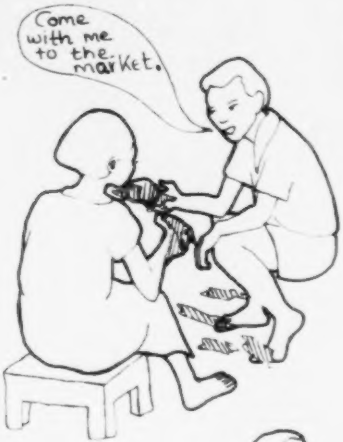
The family should make the person feel that he or she belongs at home with them. This will help the person to feel happy and accepted.

- At times it may be difficult for the family to understand the person. Then it will help them to talk to friends or relatives about the person's illness.

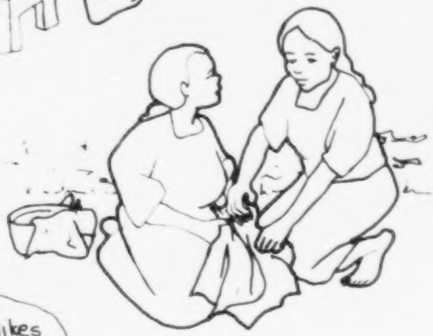
The family should ask friends to help if possible.


Tell us what you did today.

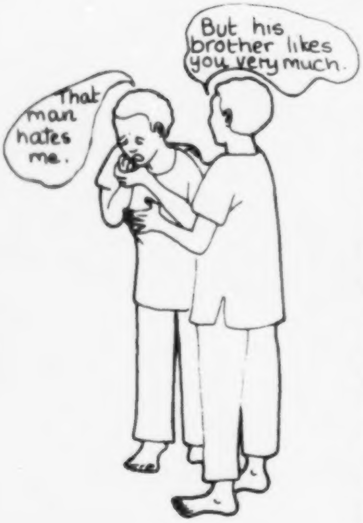
- The family needs to accept the person and the strange behaviour. They need to show the person love, affection, and interest. In this way they give the person a feeling of security.


Come with me to the market.

- The person may not be able to do all the activities that he or she did before the illness. Find out what the person is still able to do. Find this out by doing things together and watching how much the person does. Then tell this to the family so that they know how to encourage the person to do the activities.



- Tell the family that it is important to be patient about the person getting better.
- Anger or force will not help the person to change. Instead, you and the family should gently guide the person to behave in a more acceptable way. Try to be understanding and give the person support.


But his brother likes you very much.
That man hates me.

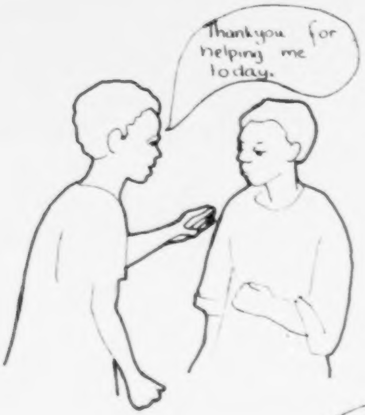
- It is best not to tell the person when he or she is wrong. You should avoid arguing with the person. Arguing with the person will not help. Instead, you and the family should gently guide the person away from making the wrong decisions.

For example, the person may say that a neighbour has turned against him or her and that the neighbour wants to hurt him or her. The family should then tell the person that there are many other people who like the person very much and who are friendly. The family can then remind the person that even the neighbour is friendly sometimes.

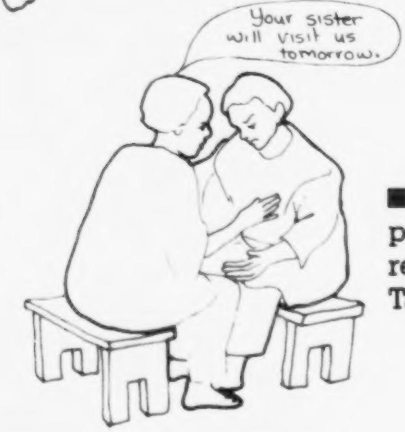
■ Punishment will not make the person change. Do not punish the person for the strange behaviour.

If we do not like someone, we punish this person in different ways. For example, we may avoid the person and stay away from the person as often as possible. We may not talk to the person or may talk very little. We may not listen to the person or explain things to him or her. Our faces show the person when we are unhappy or upset or not interested in him or her. All of these things tell a person that he or she is not accepted or liked.

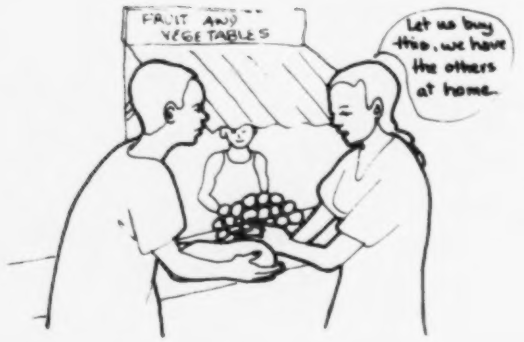
You and the family should be careful not to behave in any of these ways. It can make the person's illness worse.


Thankyou for helping me today.

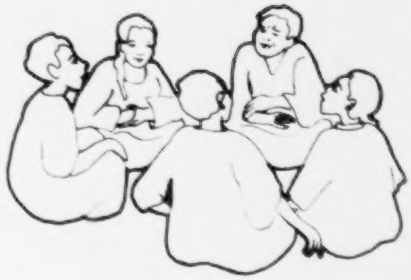
■ When the person does something well or behaves in a good way, show the person that you are pleased by this. Then the person will feel that you and the family like him or her. He or she will then more easily accept guidance from the family.


Your sister will visit us tomorrow.

■ Even if you do not understand what the person is saying, you and the family should respond to the person with your attention. Talk to him or her.


FRUIT AND VEGETABLES
Let us buy this, we have the others at home.

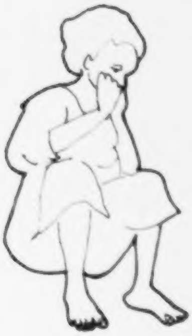
■ If the person cannot make decisions or makes strange or unwise decisions, you should guide the person towards making better decisions. But do this gently.



- If the person becomes excited, angry, or worried, his or her illness can become worse. For this reason, you should avoid talking about big subjects such as religion or politics.

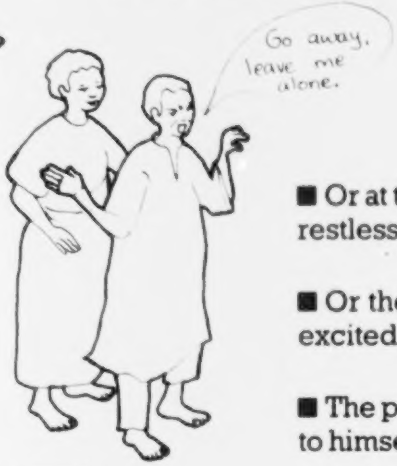
Over a period of time, it is possible to learn which things make the illness worse.

The person and the family should find out what these things are. Then they can avoid them.



- At the times when the illness is worse, the person's strange behaviour is easy to see.

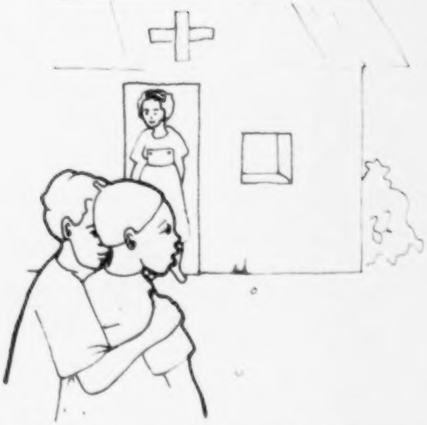
- The person stays alone and is very sad and quiet. He or she does not answer when spoken to.


Go away, leave me alone.

- Or at that time the person becomes very restless and talks all the time.

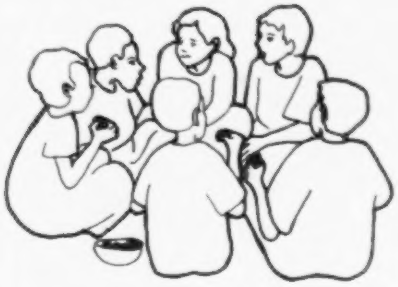
- Or the person becomes more afraid or excited.

- The person may talk about causing injury to himself or herself or to others.



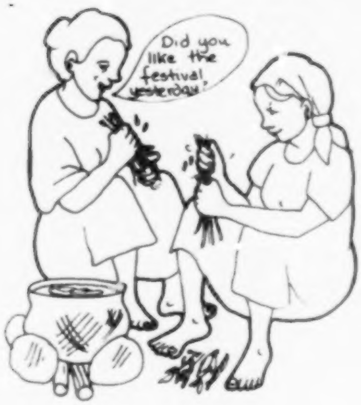
- When the person's strange behaviour becomes worse in this way, take the person to the health worker as soon as possible.

During this time be sure that the person cannot hurt himself or herself or others.



- The family should help the person continue to do things with them, if this is possible. The person needs to join in family activities.

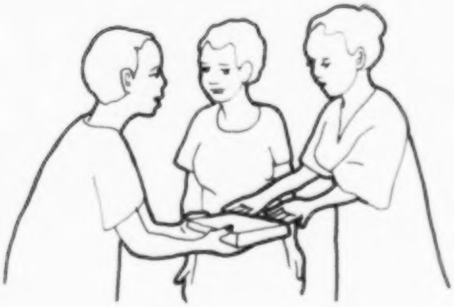
- You and the family should continue to talk to the person and let the person join in family conversations.


Did you like the festival yesterday?

- The family should let the person talk to them and tell them how he or she feels.

The family should listen to the person and show that they understand him or her.

The family also should help the person do daily activities.



- The person should not sit at home doing nothing. Instead do things together. Encourage the person to move around and do things outside of the home. The person needs your help to do as much as possible.

- If the person has not been taking care of himself or herself, teach him or her to do this again. Ask your Local Supervisor for the Training Package which tells how to teach a person with strange behaviour to take care of himself or herself.

- Sometimes other people cause trouble for a person who shows strange behaviour. Children and even adults make up funny stories about the person or use bad language when talking to him or her. They may throw stones at the person. This is bad behaviour. It may make the illness worse so that the person is afraid to go out.

- If you know of a problem like this, talk to these children or adults. You can explain that the person's strange behaviour is caused by an illness. It is not caused by a curse or by evil spirits. It is not a punishment. It is not caused by anything bad that this person or a member of his or her family has done. You can explain that everybody needs to help to make life easier for the person with strange behaviour and for the family. Explain that bad behaviour will make the problem worse.

■ If it does not help to talk with these people, discuss the problem with your Local Supervisor. You can then go together to see your community leaders, religious leaders, school teachers, and others who can help.

Results

After you have read this package, you can check your understanding by answering the following questions:

■ What causes strange behaviour?

■ Can the person with strange behaviour be helped by taking medicines?

■ What can you do to help a person with strange behaviour?

Now check back in the package to find out if your answers are correct. If any answers are wrong, read the package again. Then answer the questions again and check your answers. If you have any problem doing this discuss it with your Local Supervisor.

To help you see whether you and the family are helping the person as much as possible, answer the following questions:

Does the person:

— Live at home?

— Take medicine?

— Go to see the health worker when necessary?

— Join in family conversations?

— Have meals with the family?

— Keep clean?

If all the answers are "yes", you have done well. If not, you should ask your Local Supervisor for advice about what more you can do.

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

TRAINING IN THE COMMUNITY FOR
PEOPLE WITH DISABILITIES

20.

Training package for a family member of an adult who shows strange behaviour

How to train the person to take care of himself or herself

What Is This Package For?

The instructions in this package will help you to train the person who shows strange behaviour to take better care of himself or herself. The instructions include how to eat, drink, bathe, clean the teeth, comb the hair, use the latrine, and dress.

World Health Organization
Geneva, 1989

World Health Organization 1989

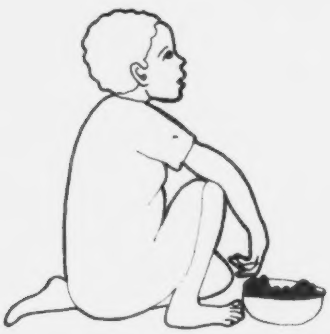
20. Training package for a family member of an adult who shows strange behaviour

How to train the person to take care of himself or herself

■ Because of illness, the behaviour of the person you train has changed. The person may now no longer take care of himself or herself.

Activities that the person needs to be able to do

Eating and drinking

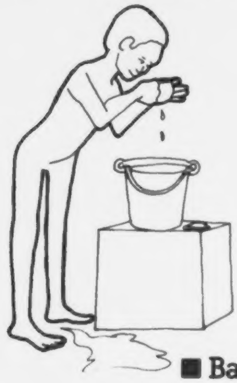


■ The person may not eat regularly or may not eat good food necessary to stay healthy. The person may not care about the way he or she eats and drinks and so spills food and drink on his or her clothes.

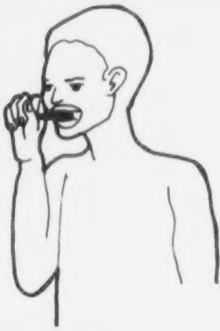
In this case, you will need to teach the person how to eat correctly in the way he or she did before the illness. Encourage the person to eat meals with the family. Then the person will feel that the family cares about him or her. The person will feel that he or she belongs to the family and shares their life.

Keeping clean

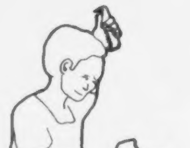
■ Because of the illness, the person may look dirty. He or she may no longer care about keeping clean. If so, teach the person to take care of himself or herself. Encourage the person to do the following activities in the same way he or she did before the illness.



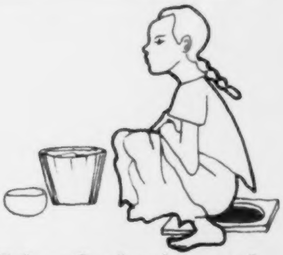
■ Bathing



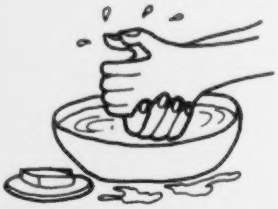
■ Cleaning the teeth



■ Combing the hair



■ Using the latrine and cleaning himself or herself.



■ Washing the hands with soap and water after using the latrine and before and after every meal.

Dressing

■ The person may no longer care about wearing clean clothes. He or she may wear strange clothes and things that make him or her look different from other people.

If so, teach the person to dress in clean clothes in the way he or she did before the illness.

Walking around the village alone

■ Since the illness began, the person may have stayed at home. If so, you should now encourage him or her to begin moving around the village alone. Do this by taking the person with you when you go out. Take the person to religious meeting places, the market, and the community centre. Ask the person to go to the market and buy things for you. Encourage the person to go alone to places in the village.

Taking medicine for the illness

■ The person may have medicine to take every day at home. Or the person may need to go to the health worker for medicine. Make sure that the person takes the medicine at the correct times and sees the health worker when he or she needs to.

How to train the person to do these activities

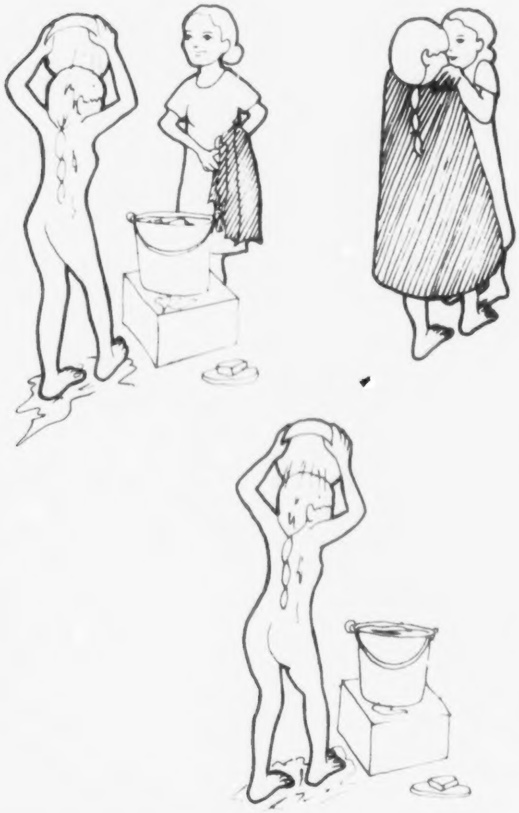
- For some time the person stopped taking care of himself or herself because of the illness. You or someone else may have taken care of the person.

It is now time to start training the person to take care of himself or herself again. In this way, the person will be more independent. He or she will not always need your help.

- Remember that the person was able to do these activities before becoming ill. Now he or she does not want to do them because of the illness.

- Encourage the person to begin doing these activities again. Start by encouraging the person to do an easy activity or one that he or she likes doing. If the person still does not begin doing an activity, start doing that activity together with the person.

- Let the person do as much as possible without help. Then give the person the help necessary to encourage the person to continue doing the activity until he or she completes the activity.



- Each time encourage the person to do more of the activity without your help. Only give the person the help necessary to encourage him or her to complete the activity.

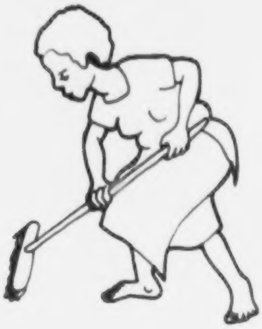
- When the person has done one part of an activity, tell the person that this is good. Let him or her see that you are pleased. Then the next time encourage the person to do another part of the activity.

In this way you will slowly train the person to do the whole activity without help.

- Even after the person has learned to do an activity, such as bathing without help, make sure that he or she continues to do it.

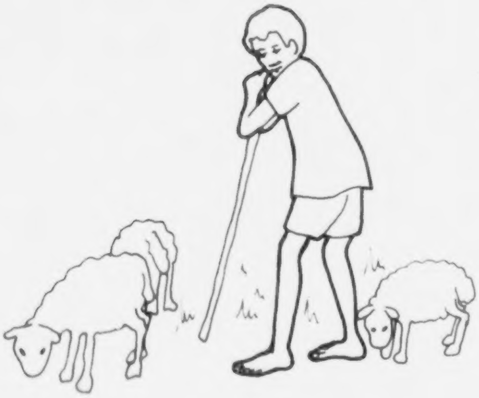
Other activities that the person needs to be able to do

■ The person needs to have interests in life. The person needs to be useful to himself or herself and to others. The person needs to do the same activities as other people. Encourage the person to look for useful things to do and to do them alone.



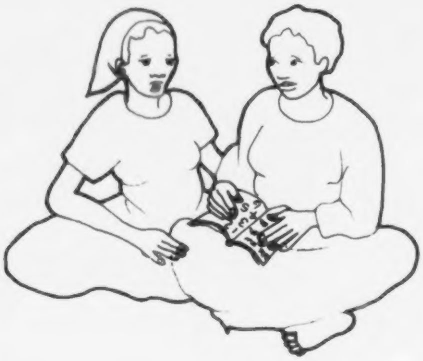
■ The person could help with household activities.

■ The person could work to earn money.

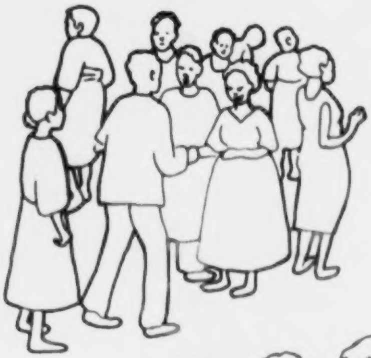


■ The person may not be able to do all the difficult things that he or she did before the illness. But the person can still do some of them. Or the person can learn to do some things that he or she has never done before. For example, the person may be able to learn to grow vegetables, take care of animals, or keep poultry.

■ You can find out what activities the person may be able to learn to do. Find this out by doing things together and watching what the person can already do. Then decide which activity the person is ready to learn. Teach him or her to do this activity.



■ If the person has not had any schooling, help him or her to be interested in learning to count, read, and write. Teach the person to count, read, and write.



- If the person wants to join in different activities, encourage him or her to do this. Help the person to join in activities such as sports, religious festivals, and other happenings in the community.

- If the person needs training in other activities, ask your Local Supervisor for other packages. There are packages about how to do household activities, how to find a job, and how to join in social activities.

Results

After you have used this package for some time, answer the questions.

Begin by watching the person you are training. Then answer the questions by putting the date in one box after each question. Put the date in the box beside "Alone" if the person always does the activity without help. Put the date in the box beside "With some help or sometimes" if the person needs help with part of the activity or needs help sometimes. Put the date in the box beside "Not at all" if the person does not do any part of the activity without help.

Feeds himself or herself? (including eating and drinking)	Alone	☐
	With some help or sometimes	☐
	Not at all	☐
Keeps himself or herself clean? (including washing, bathing, and cleaning teeth)	Alone	☐
	With some help or sometimes	☐
	Not at all	☐
Uses the latrine?	Alone	☐
	With some help or sometimes	☐
	Not at all	☐

Dresses and undresses?	Alone With some help or sometimes Not at all

If all of your answers are "Alone", you and the person have done well. You can stop using this package.

If any answer is "With some help or sometimes" or "Not at all", it may be because of one of the reasons listed. Go through the list to find a possible reason for each of these answers and to see what you can do about it.

REASON	WHAT TO DO ABOUT IT
1. You do not let the person do all that he or she can do.	Let the person try to do these activities with less help from you. Repeat the training until the person does the activities. Then stop using this package.
2. The person does not try to do all that is possible to take care of himself or herself.	Encourage the person to try to do more of these activites. Repeat the training until the person does the activities. Then stop using this package.
3. You have not trained the person long enough.	Continue training the person. If you have no results in six months, ask your Local Supervisor for advice.
4. You have not followed the instructions correctly.	Read the package again. If you think that you have not understood the instructions, speak to your Local Supervisor. Then repeat the training until the person does the activity. Then stop using this package.
5. The person cannot be trained to do the activity because of his or her disability	The person will continue to need help for the activity. Discuss with your Local Supervisor whether you should stop using this package.

If you continue to use this package, train the person for some time. Then answer all the questions again to see if the person does more activities.

Training packages

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For family members of people who have fits

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TRAINING IN THE COMMUNITY FOR
PEOPLE WITH DISABILITIES

21.

Training package for a family member of a person who has fits

Information about the disability and what you can do about it

What Is This Package For?

The information in this package will help you to understand the disability of a person who has fits. The instructions explain what to do about the fits, what to tell other people, and how to help the person to be safe in daily activities.

World Health Organization
Geneva, 1989

World Health Organization 1989

21. Training package for a family member of a person who has fits

Information about the disability and what you can do about it

- Many people have fits. A person may have fits very often or a person may have a fit only once.

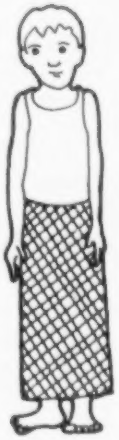
- A disease inside the head causes fits. Sometimes the fit comes after a fever.

- If a person has fits often, he or she needs to be seen by a health worker. The person needs special medicine.

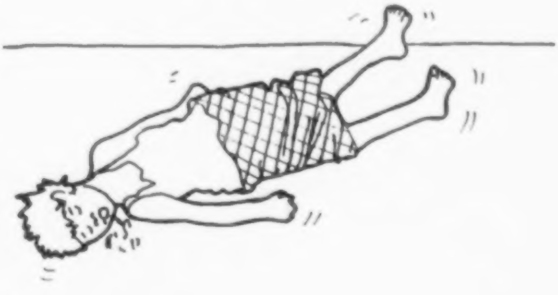
What is a fit?

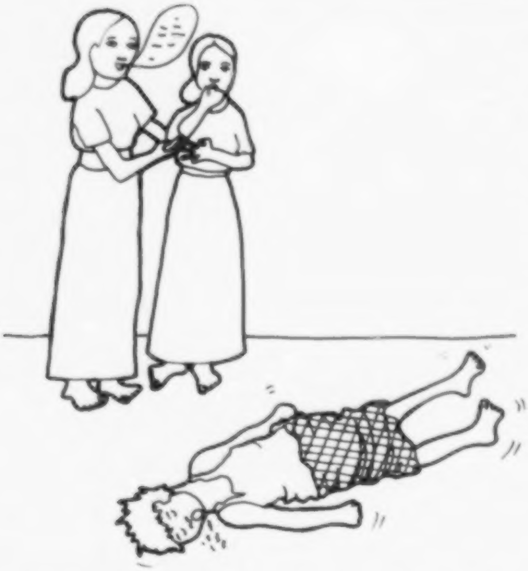
- Fits can be either mild or severe.

- When a person has a mild fit, he or she suddenly stops whatever he or she is doing. The person stares straight ahead, sometimes without blinking. There might also be some unusual movements, for instance, repeated movement of the lips or hands.



- When a person has a severe fit, the person falls to the ground. There are usually no signs that he or she is going to do this. He or she may also cry out. At first the body becomes stiff and then it becomes loose.





■ While having a severe fit, the person's arms and legs move in an unusual way. The movements may be violent at times. Saliva comes out from the person's mouth. The saliva may be red from blood if the person has bitten the tongue or the inside of the mouth.

■ Without knowing it, the person may pass urine and faeces while having a fit.

■ People who see a person having a fit may be upset by it and be afraid. This is normal.

■ A fit usually lasts for only a short time. During the fit the person is not in pain. He or she will not die from the fit.

■ Some people often have a special feeling before having a fit. If so, the person can usually tell when he or she is going to have one.

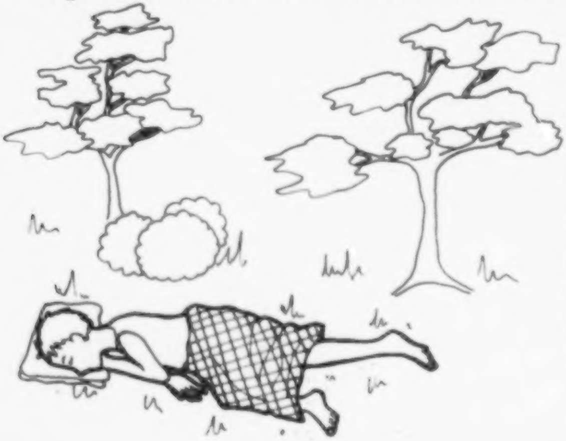
■ Other people can sometimes see when a person is going to have a fit. They may see one or more of the following signs:

The person stares or daydreams.

The person's head or face moves in an unusual way.

The person's eyes roll upwards.

The person makes unusual sounds and body movements.



■ The person you train may have a special feeling or you may see one of these signs each time before the person has a fit. Then it will be understood that the person is going to have a fit. Teach him or her to lie down quickly in a safe place before the fit begins. This will prevent the person from being injured during a fit.

What to do while the person is having a fit

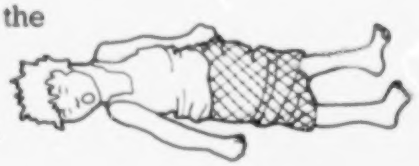
- When the person starts to have a fit, you should do the following:

Be calm and tell other people who are around not to be afraid.

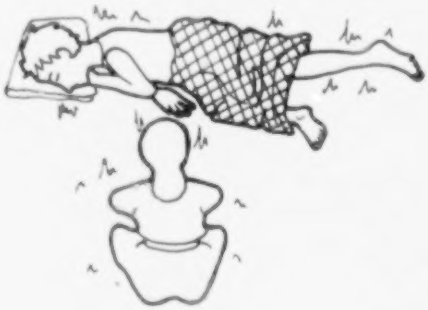
Make the person lie down in a safe place. Move the person away from any danger, such as traffic or fire.

Fold a cloth or piece of clothing and put it under the person's head.

Loosen any tight clothing that the person is wearing.



- Turn the person onto his or her side so that the tongue falls to the front of the mouth. Then any saliva will flow out of the mouth making it easier for the person to breathe.



- Stay near the person until the fit is over and the person knows what is happening around him or her. Comfort the person. Explain what has happened as the person may not know what has happened. Let the person rest.

- There are some things that will not help and may even hurt the person while he or she is having a fit. You should *not* do the following:

Do not put anything in the person's mouth.

Do not give the person anything to eat or drink.

Do not give the person any medicine.

Do not try to stop any unusual body movements.

Do not put anything on the person's skin.

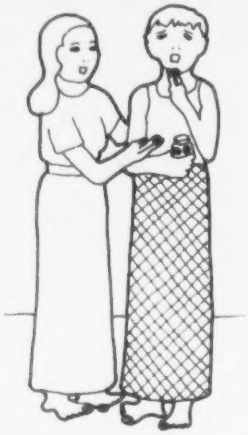
- The person may be injured after the fit. If so, you should do the following:

Wash any small cuts and scratches with soap and water, and cover them with a piece of clean cloth.

Take the person to the health worker or to the health centre to treat any burns or bad injuries.

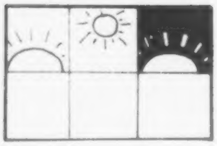
Medicine for the person

■ If a person has fits more than once, see the health worker about it. The person may need special medicine that will help to make the fits happen less often or will stop the fits completely. The health worker will find out if the person needs medicine.



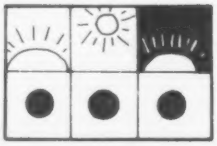
■ If the person takes medicine for the fits, make sure that the person takes it at the correct times and for the correct number of days. Teach the person to take the medicine at the correct times.

The person should not stop taking the medicine until the health worker tells him or her to stop.

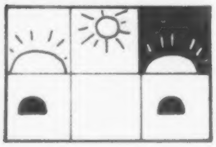


■ If the person cannot read, help him or her to remember when to take the medicine. This picture shows a table which helps the person to know when to take the medicine.

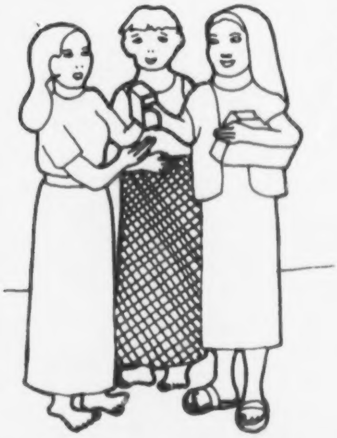
In the empty squares at the bottom you draw the number of pills the person should take and how often he or she should take them. Carefully explain to the person what the table means.



■ This picture shows that the person should take one pill three times a day. The person should take one pill in the morning, one pill in the middle of the day, and one pill in the evening.



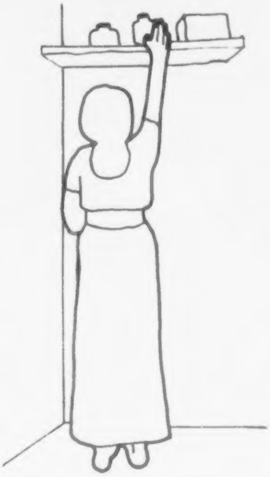
■ This picture shows that the person should take half a pill two times a day. The person should take half of the pill in the morning and half of the pill in the evening.



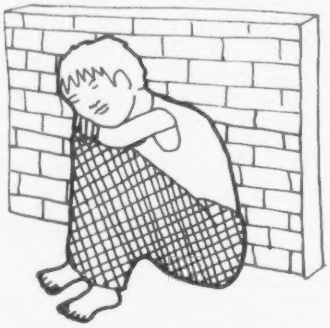
■ Before the medicine is finished, get more from the same health worker who gave it to you. Be sure that the person you train is never without medicine.

■ Once the person starts taking the medicine from the health worker, it may take some time before the medicine helps the fits to happen less often.

Until the fits happen less often, do not leave the person alone for long. Arrange with friends or neighbours to visit and help the person when you are away. Then the person will not be left alone.



■ Always keep medicines in a special place where children cannot reach them. A high shelf is a good place.

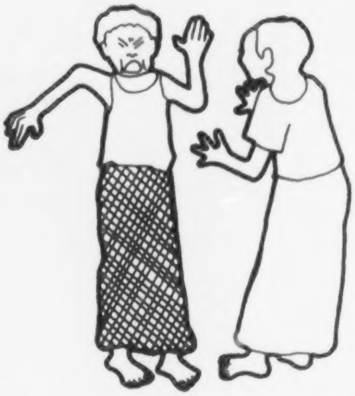


■ If the medicine makes the person very sleepy or easily upset, tell this to the health worker.

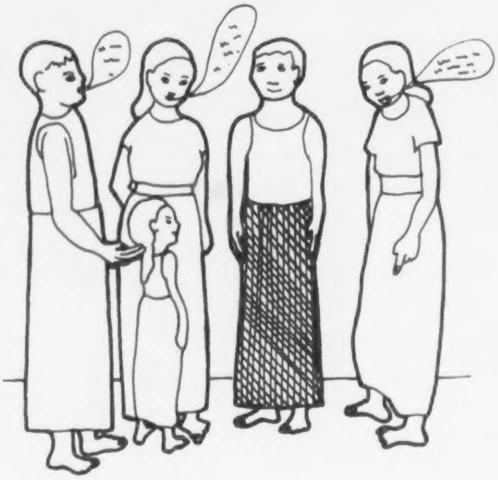
■ The health worker will want to know how often the person has fits and how long each fit lasts. The health worker will also want to know at what time of the day the person has fits. You should be able to tell these things to the health worker.

■ The behaviour of a person with fits sometimes changes. A person with fits may become very active and difficult to control.

If the person you train shows a change in behaviour, tell your Local Supervisor about this.

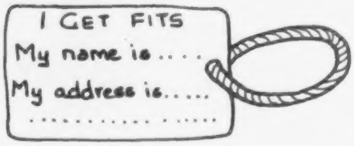


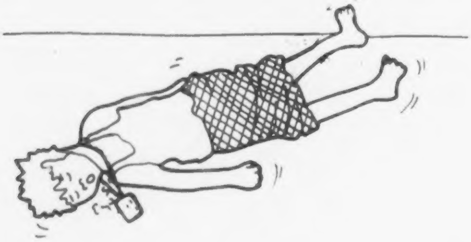
What to tell other people



■ It will help the person if you tell friends and neighbours about the fits. Tell them also what to do if the person has a fit when he or she is with them. Then friends and neighbours will not be afraid to be with the person.

■ Sometimes, the person may have a fit when he or she is out alone. If this happens, other people must know that the person is having a fit. To let other people know this make a small card for the person to carry around. This card should give the name of the person and say that he or she has fits. Then when other people find the person on the ground, they will read this card and know what has happened.


I GET FITS
My name is ....
My address is.....
....



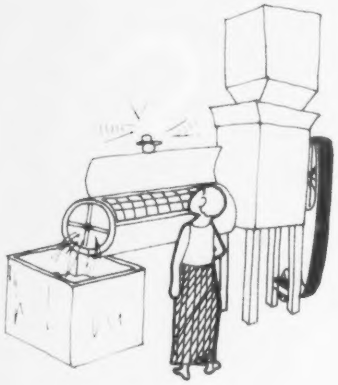
Make the card of heavy cardboard, wood, or light metal. Pin the card to the inside of the person's clothes. Or hang the card around the person's neck on a piece of string.

Safety for the person

- Make simple arrangements at home, at school, or at work to keep the person from being hurt while having a fit.

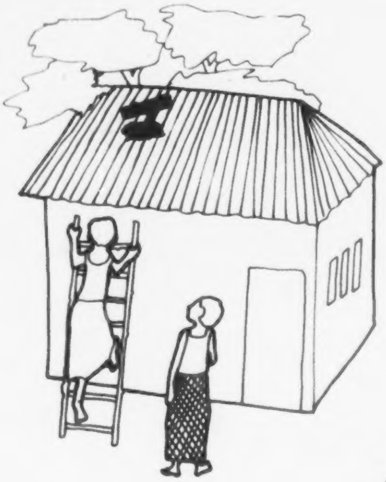
- The person you train needs a safe home in which to live. The person's home may need improvement. For example, a roof or wall may need repairing. If so, speak to your community leaders about this and ask for their help.

- If the person who has fits works with a machine or works close to a machine, it should be covered. In this way you can protect the person from injuries.



- The person should not bathe alone or work alone in a river or lake.

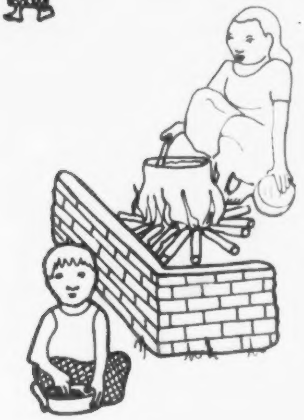
■ The person should not work high above the ground such as on a roof or on a ladder. He or she might fall while having a fit and be injured.



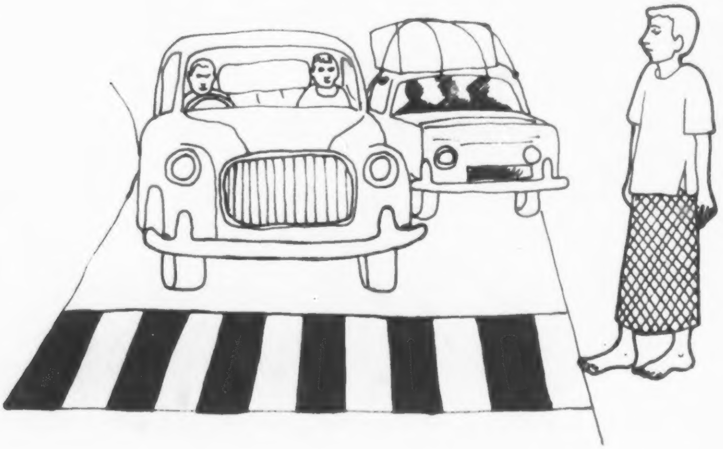
■ Surround wells and fireplaces with fences or walls so that the person will not fall in the well or on the fire while having a fit.

For the same reason the person should not sit or work too close to water or a fire.

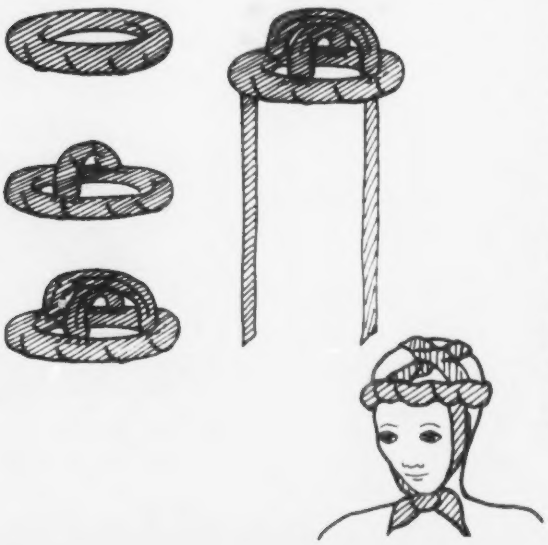
■ The person should not look for too long at a fire or flickering light. Sometimes this can bring on a fit.



■ Teach the person to cross roads safely. The person should walk on the side of the road facing the direction in which traffic is coming.



■ When you are training the person to cross the road, teach him or her to listen and to look for traffic from both sides. Explain to the person that he or she must cross the road only when the road is clear or the traffic has stopped. Tell the person to cross the road always at the same place. If there are signs to show where people can cross the road, teach the person to cross there.



■ Some people who have fits injure their heads when they fall during a fit. If the person injures his or her head often, make a hat to protect the head.

You can make this hat from thick rolls of cloth. Stitch one roll of cloth to fit around the person's head. Then stitch two other rolls of cloth to that one. One of these two should go from the front of the head to the back, and the other from side to side. Also fix two pieces of cloth to use for tying the hat on the head.

What the person needs to be able to do

■ A child who has fits needs to be treated like other children of the same age. An adult who has fits needs to be treated like other adults. A child or an adult who has fits should be able to live a normal life. Help the person you train to lead a life similar to others of his or her age.

■ A person who has fits needs to be able to do the same things that other people of the same age do.

A baby who has fits needs to be breast-fed and to play like other babies.

A child who has fits needs to play. The child needs to be able to feed himself or herself, to drink and to dress. The child needs to be able to wash and keep clean, and to go to school like other children.

An adult who has fits needs to be able to do household activities, to work, and to join in family and community activities.

■ The person you train may not be doing these things. If the person is not doing any of these things, speak to your Local Supervisor about it. Your Local Supervisor will give you Training Packages which you can use to train the person.

Results

After you have read this package, you can check your understanding by answering the following questions:

- What should you do when the person has a fit?
- What causes a fit?
- What can you do to protect the person who has fits?

Now check back in the package to see if your answers are correct. If any answer is wrong, read the package again. Then answer the question again and check your answer. If you have any trouble doing this, you can discuss it with your Local Supervisor.

To check your knowledge about medicine for fits, answer the following questions:

– How often does the person have fits?

How many times a day?
How many times a week?
How many times a month?

You can check your answers by watching the person.

– How many times a day should the person take medicine?

You can check your answer with the health worker.

– How many times a day does the person take the medicine?

If the person takes the medicine at the correct times, you have both done well. If the person does not take the medicine at the correct times, teach him or her to do this. Make sure that the person continues taking the medicine. When you know the answers to the above questions and when the person continues taking the medicine correctly, you no longer need this package.

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

TRAINING IN THE COMMUNITY FOR
PEOPLE WITH DISABILITIES

22.

Training package for a family member of a person who has difficulty learning

Information about the disability and what you can do about it

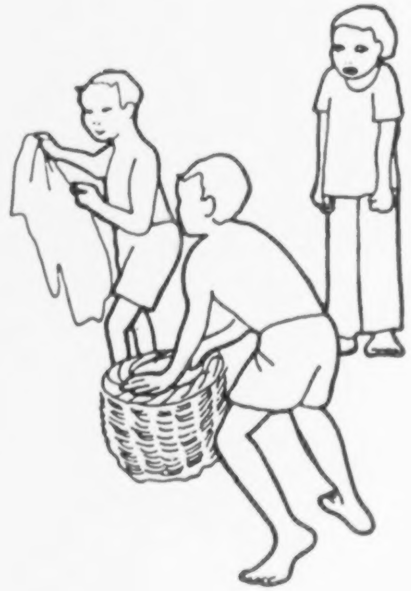
What Is This Package For?

The information in this package will help you to understand the disability of a person who has difficulty learning. The instructions will help you to start training the person in the activities he or she needs to be able to do. The instructions also include what to do about unwanted behaviour, and how to try to change it.

World Health Organization
Geneva, 1989

22. Training package for a family member of a person who has difficulty learning

Information about the disability and what you can do about it

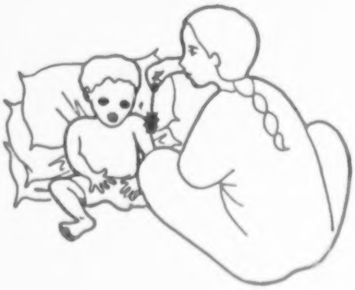


- People who have difficulty learning may develop more slowly than other people of the same age. Or their development may stop.

Because of this, the child or adult you train may behave like someone who is younger than his or her real age. The person may not have the same abilities as others of the same age.

- Difficulty with learning is caused by damage to the brain. The damage may come from an illness or an injury to the person's head. The damage may happen before or after birth. A person with this disability is still able to learn to do activities, but it may take a long time.

How the child or adult may be affected by the disability



- The person does not learn new activities as easily as other people.
- A child may have difficulty sitting up, using his or her hands, or moving from place to place.
- The person may be slow to respond to what others say and to what happens around him or her.

- The person may not understand as well as other people what he or she sees, hears, touches, smells, and tastes.

- The person may not be able to express his or her needs or feelings in a way that other people understand.

- The person may not be able to think clearly. For example, the person may not be able to compare people or things. The person may not be able to understand the difference between here and there, now and later, or more and less. The person may not know the meaning of where, when, what, how much, and why.

- The person may remember only for a short time what he or she has been told or what has happened in the past. Or the person may not remember these things at all.

- The person may not be able to pay attention to one person or to one activity for long.

- The person may have difficulty controlling his or her feelings.

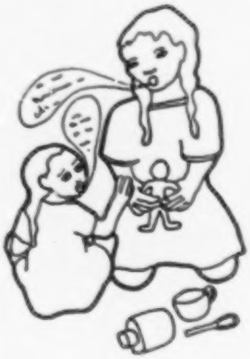
- The person may have difficulty making decisions. He or she may not know what to do, to say, to wear, and so on.

Activities that the person needs to be able to do

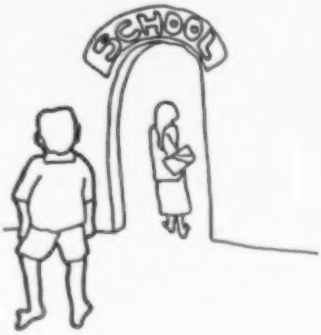
- A baby who has difficulty learning needs to breast-feed like other babies. The baby needs to know his or her mother's love.

The baby needs to play like other babies.

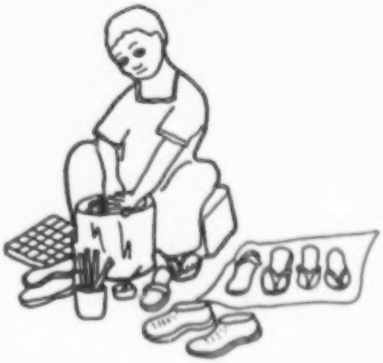
■ A child who has difficulty learning needs to be with other people. The child needs to play like other children. The child needs to communicate with others, to take care of himself or herself, and to get around alone.



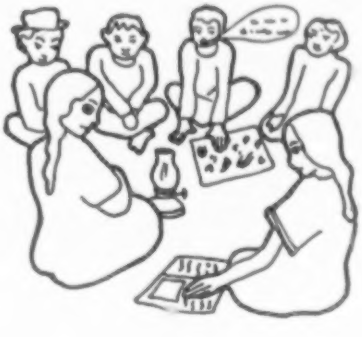
A child needs to go to school with other children.



■ An adult who has difficulty learning needs to communicate with others, to take care of himself or herself, and to get around alone. He or she needs to do household activities, to work, and to have a social life.



An adult needs to have schooling if he or she has not had it. Schooling will develop his or her abilities.



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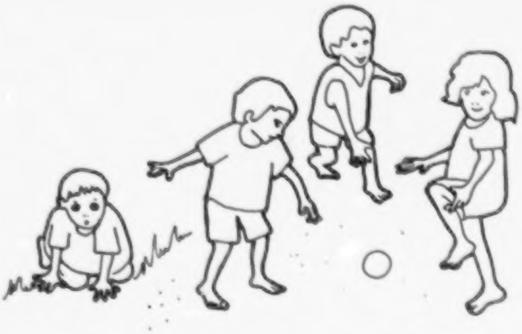
Training a child

■ If you are training a child, watch the child carefully to learn what he or she can do. Find out how far the child has developed.

Compare what the child you train can do with what other children of the same age can do. You then know if the child is able to do the same activities as other children of the same age.



The child may be only a little slower than other children of the same age. If so, he or she can probably learn to do the activities of other children of the same age.

Or the child may be much slower than children of the same age. If so, he or she may only be able to do the activities of a younger child.

■ Babies and children who have difficulty learning can develop their abilities through play. Your Local Supervisor has a package called "Play Activities". This package will show you how to help your child develop his or her abilities. Play can help your child to learn to behave like other children. Your child can also learn to do the things that other children do, such as to communicate with others through play. Speak to your Local Supervisor about this package.

Training an adult

■ If you are training an adult, first find out what the person can and cannot do.

Then compare the activities that the person can do with activities of other adults.

■ The person may be only a little slower than other adults. If so, he or she can probably learn to do the same activities.

Or the person may be much slower than other adults. If so, he or she may learn to do only a few of the activities of other adults.

■ Your Local Supervisor has Training Packages to help you train the person to do different activities. If the person needs such training, speak to your Local Supervisor about it.

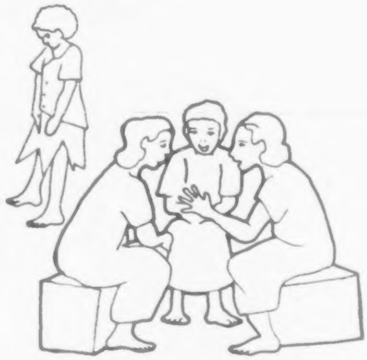
Behaviour problems the person may have

- "Behaviour" tells you how a person does activities. For example, "behaviour" is the way a person talks, the way a person moves, and the way a person does daily activities.

- A person learns behaviour. A person can learn wanted or unwanted behaviour.

- Some people who have difficulty learning do not behave in the same way as others. Sometimes they behave differently and in an unwanted way.

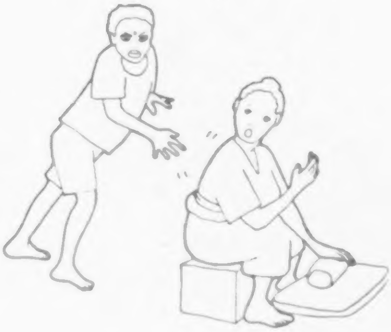
- A person who has difficulty learning and who behaves differently may be trying to get your attention. The person may want something. Watch and listen to learn what the person is expressing through different or unwanted behaviour. It is important to know why the person is behaving in an unwanted way. Knowing this will help you correct the person's unwanted behaviour.



- The following are some kinds of different or unwanted behaviour.

- The person may have a habit of hitting himself or herself or of hitting other people. The person may run away for no reason.

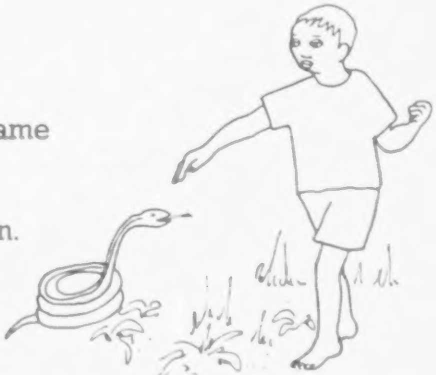
- The person may make strange faces, bite his or her hands, or scratch himself or herself. The person may also bite other people.



- The person may repeat again and again the same movements.

- The person may rock back and forth again and again.

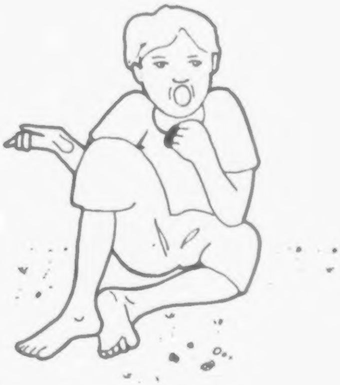
- The person may not see or understand danger.



- The person may accidentally hurt himself or herself because of this behaviour. For example, the person may hit his or her head or go too close to an animal that stings or bites.

- The person may not understand how to avoid things that are dirty. The person may put dirt in the mouth and even swallow it.

- This kind of behaviour can be changed with training. With training, the person can learn wanted behaviour.



How to change unwanted behaviour

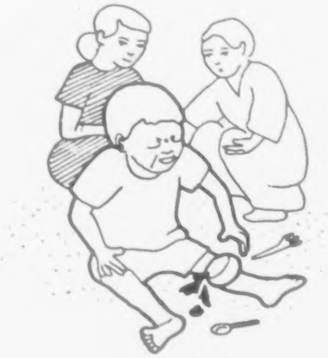
- A person learns wanted behaviour by imitating other people's good behaviour. A child learns wanted behaviour by playing with other children who behave well and play well together. The child or adult you train may learn wanted behaviour from you and other family members in these ways.

- Teach the person wanted behaviour in these ways. Then the person may not behave anymore in an unwanted way.

- When the person shows unwanted behaviour, let the person know that you do not like such behaviour. If the person wants to please you, he or she will try not to repeat the unwanted behaviour.

- You will have to understand the person's unwanted behaviour before you can correct it. First watch the person carefully to find out when the unwanted behaviour takes place, where it takes place, with whom, and why.

A person may repeat unwanted behaviour because he or she is rewarded for it. Find out what reward the person receives for his or her unwanted behaviour. Is the reward extra attention or is it getting his or her own way? What is the reward?



- Unwanted behaviour should be ignored, not rewarded. Ignore the person's unwanted behaviour unless it injures the person or another person.

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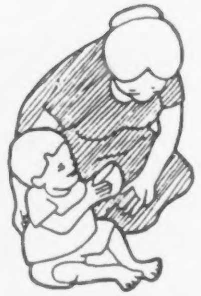
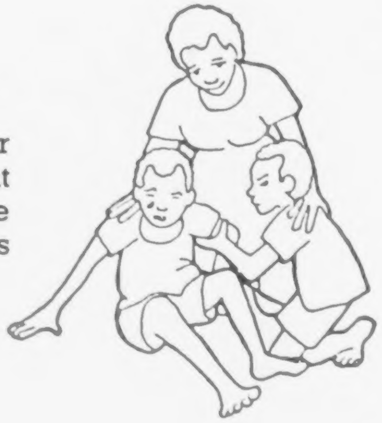
■ Good behaviour should be rewarded. Give a reward immediately each time the person behaves well. Then he or she will want to behave well to get the reward again. Continue rewarding the person until he or she has learned to behave well. Then gradually stop the reward.

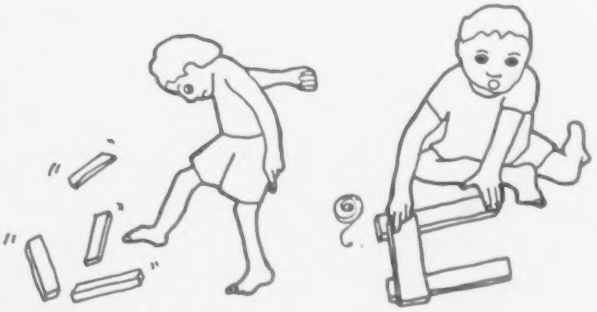


■ The person may injure another person or damage things when he or she behaves in an unwanted way.

■ The person should go and see the other person he or she has injured and find out what he or she has done. This may help the person to stop behaviour that injures others.



■ Help the person to repair any damage he or she has done because of unwanted behaviour. This may also cause the person to stop unwanted behaviour.



■ The person should not be punished. Punishment will not change unwanted behaviour. In fact, it may give the person more attention, which is a reward. Then the person will repeat the unwanted behaviour to get more attention.

Other disabilities the person may have

- People who have difficulty learning may have other disabilities, such as difficulty hearing, speaking, seeing, or moving. Or the person may have fits. If the person you train has other disabilities, your Local Supervisor will give you other Training Packages for this person. Speak to your Local Supervisor about it.

Results

After you have read this package, check your understanding by answering the following questions:

- What causes difficulty in learning?
- How do you train a person with difficulty learning to do an activity?
- What should you do if the person shows unwanted behaviour?
- What should you do whenever the person learns well and shows wanted behaviour?

Now check back in the package to find out if your answers are correct. If any answer is wrong, read the package again. Then answer the question again and check your answer. If you have any problem doing this, you can discuss it with your Local Supervisor.

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train ~~the child to communicate~~
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

TRAINING IN THE COMMUNITY FOR
PEOPLE WITH DISABILITIES

23.

Training package for a family member of a child who has difficulty learning

How to train the child to take care of himself or herself

What Is This Package For?

The instructions in this package will help you to train the child who has difficulty learning to take better care of himself or herself. The training includes how to eat, drink, wash the hands, clean the teeth, bathe, use the latrine, and dress without help.

World Health Organization
Geneva, 1989

World Health Organization 1989

23. Training package for a family member of a child who has difficulty learning

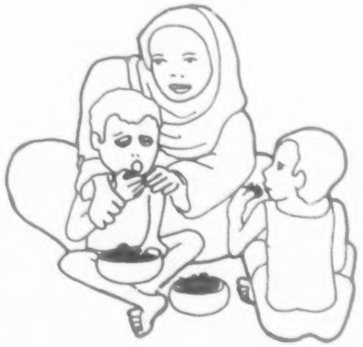
How to train the child to take care of himself or herself

- The child you train may be only a little slower than other children of the same age. If so, you may be able to train him or her to do all the activities of other children of the same age.

- The child may be like a much younger child. If so, you may be able to train the child to do only some of the activities of other children of the same age.

- Some children take longer than others to learn anything new. These children need more help during training and need to be trained for a longer time.

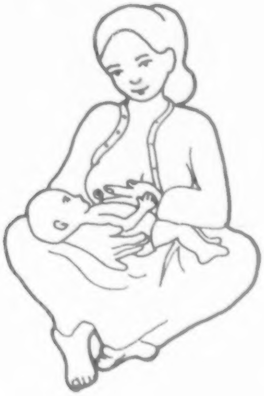
- The child you train needs to develop his or her abilities. This will make the child happier and healthier. If you can train the child to be less dependent on your help, you will have more time for other things.

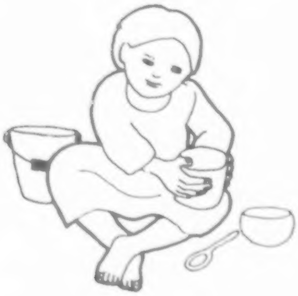


Abilities the child needs to develop

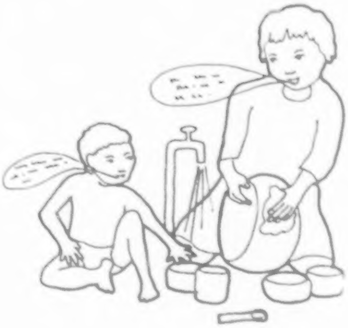
■ Every child needs to develop abilities such as the following:

■ The ability to suck and chew.

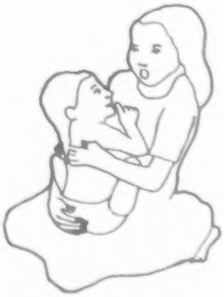




■ The ability to use the hands to feel; the ability to pick up, hold, and use objects such as spoons, cups, bowls, or buckets.



■ The ability to understand what he or she hears, sees, smells, tastes, or touches; the ability to understand what other people say and what he or she says; the ability to understand what is happening around him or her.



■ The ability to let you know when he or she is hungry or thirsty; when he or she is cold, warm, or uncomfortable; the ability to let you know when he or she needs to go to the latrine.

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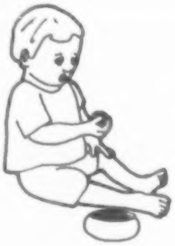
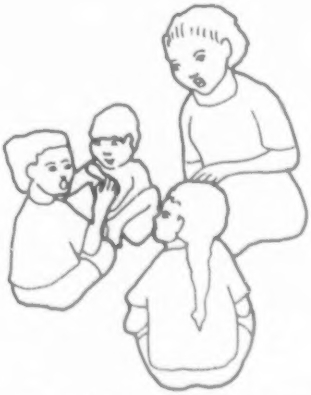
- The ability to remember what he or she hears and sees; to remember how to eat, drink, keep clean, use the latrine, and dress; to remember when and where to do these activities.



- The ability to give attention to the activity that he or she is doing at a certain time.



How the child can learn new activities

- There are many ways that you can help the child to learn activities. You can use the following ways:

Doing activities that the child can see or hear.

Talking and explaining to the child about the activities you do.

Doing activities with the child.

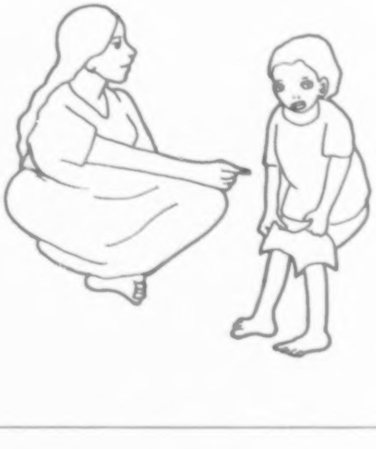
Talking about the activities you and the child do together.

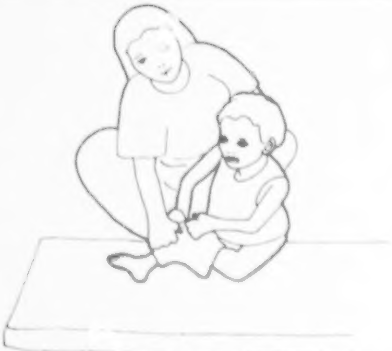
Talking to the child about the activities you see other children do.

Encouraging the child to do as many activities as possible without your help.

- First find out how the child understands you. The child may understand you by listening to your words or by watching your face and the movements of your hands and body. Or the child may understand by touching you while you are doing something. The child may understand by doing an activity with you.

When you teach the child, speak and explain in the way that he or she understands best.

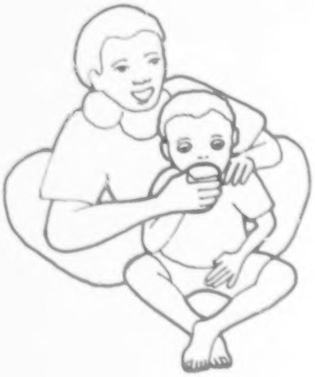




- Teach the child to do activities at the time of the day that he or she should normally do the activity. For example, help the child learn to feed himself or herself when it is mealtime. Help the child learn to undress when it is time to change clothes or to go to sleep.

- Begin training the child with an activity that you think that he or she will learn easily.

- Teach the child only one activity at a time. When the child can do that activity well, teach another one.

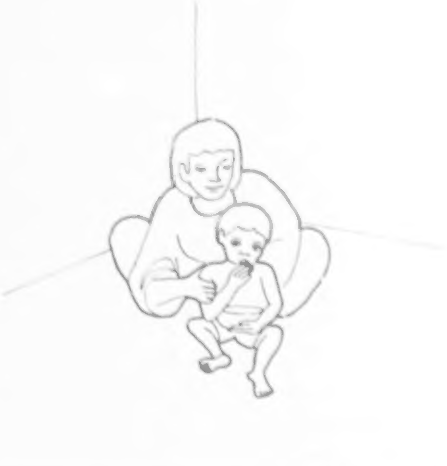


- Each day spend some time training the child.

- The child may learn an activity more easily once he or she understands that it is an activity that other people do. For example, the child may learn to eat at regular times without help once the child understands that this is what other family members do.

- There may be times when the child cannot learn new activities, even when you try teaching them. At this time, let the child continue doing the activities that he or she already knows. He or she will then become better at them.

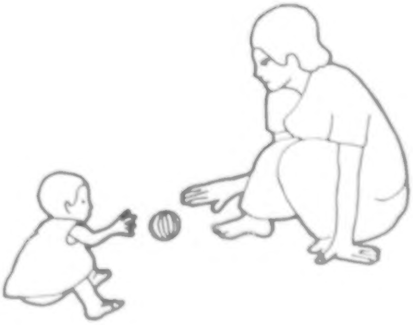
Watch the child carefully to know when he or she is ready to learn a new activity. Then you can begin teaching the child new activities again.



- When you teach the child, you should have all his or her attention. The child will not give you attention if he or she is hungry or wet. So be sure that he or she is not hungry or wet and is comfortable.

The child will not give you attention if there are many people and much noise when you are training together. He or she will want to watch what is happening around you. So choose a quiet place where the child will think about what you are doing together.

- Some children can give their attention to one thing for a very short time only. If the child you train is like this, first train the child using activities or games that he or she likes. For example, you can roll a ball to the child and ask the child to roll it back. Or you can ask the child to build a little pile of stones and then let him or her push them down.

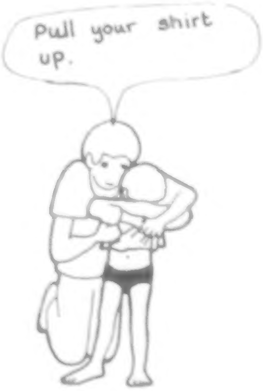


Do the activities the child likes for a longer time each day. In this way you train the child to keep his or her attention on one activity for a longer time. When the child can do this, start teaching the child other activities.

- Always remember that if a child does the same activity for too long, he or she may get tired of it. Then the child may not want to do it anymore. For this reason, do not make him or her do the same activity for too long. Watch the child to see if he or she is becoming tired. Stop the activity before the child gets tired.

- Be patient when training a child. Speak to the child quietly and slowly.

The child will not learn if you shout or frighten him or her. Also for this reason, do not hit the child. Hitting and shouting will not help a child to learn.


Pull your shirt up.

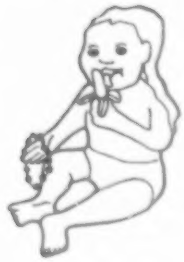
- A child needs to keep doing an activity after having learned it. The more times the child does an activity, the better he or she will be able to do it.

How to use rewards to help a child learn

- Rewards can help children learn activities more quickly. When a child receives a reward for doing something correctly, the child will want to do it again. So let the child you train know that he or she is rewarded for doing an activity well.

Do this by giving a reward as soon as the child has done something correctly. Give a reward each time he or she does it correctly.

- Watch the child to find out what he or she likes. Then you can give the child what he or she likes as a reward.

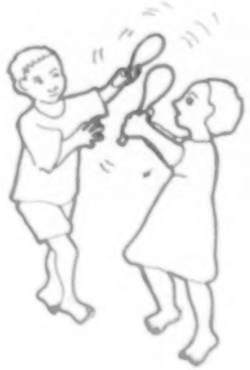


■ A reward may be any of the following things:

A smile, a hug, praise, or attention.

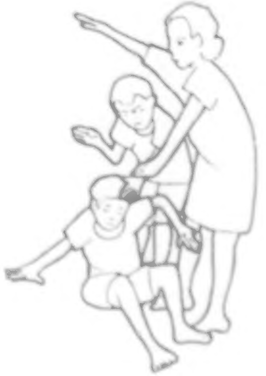
Letting the child have something special, such as fruit or a toy.

Letting the child do something that he or she likes, such as playing or listening to songs and music.



■ When the child has completed a short activity, such as drinking from a cup, give a small reward, such as a pat or hug.

When the child has completed a larger activity, such as eating all his or her food, give a larger reward. You may then let the child play or listen to music.

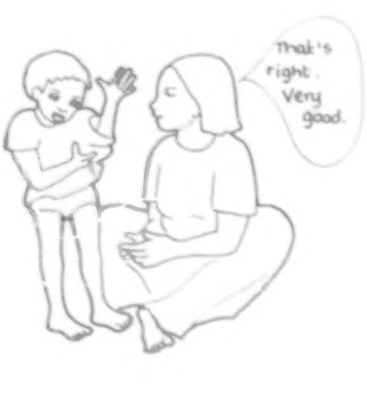


■ A reward should be given only for an activity well done. If the child is rewarded for something that he or she should not have done, the child will do it again to get the reward.

Try to ignore the child when he or she does activities that you do not want him or her to repeat.

But if the child does an activity which can cause injury to himself or herself or to another person, you should not ignore the activity. Stop the child and encourage him or her to do another activity.

■ Give a reward to the child when an activity is done at the correct time in the correct place. For example, give the child a reward if he or she dresses in the correct clothes or eats with family members at the correct time.


That's right. Very good.

■ Continue to give rewards until the child has learned to do the activity. When the child has learned to do the activity, gradually stop giving the rewards.

How to teach the child to do an activity

■ You have observed the child you train and you know what his or her abilities are. You know how much of an activity the child may be able to do alone. You also know how much he or she may not be able to do. Always encourage the child in whatever he or she can do alone. Make sure the child does as much as possible without your help.

■ When you teach the child an activity, observe the child all the time you teach him or her. Always find out how much more of the activity the child can do alone without your help. Then help the child to do those parts of the activity that he or she cannot do alone.

■ Remember these things whenever you teach the child to do an activity. You can use the following way to teach the child to do any activity.

1. Think about how the child should do the activity.
2. Explain the activity to the child.
3. When you help the child, tell the child to do as much of the activity as possible without your help.
4. Each time the child completes the activity with you, show the child that you are pleased by rewarding him or her.
5. Do the activity with the child in the same way every time the child needs to do the activity.
6. When the child learns to do more of the activity give the child less help and less instruction.
7. Continue training the child in this way until he or she has learned to do the whole activity without help.

■ The following example describes how to teach the child to drink from a cup.

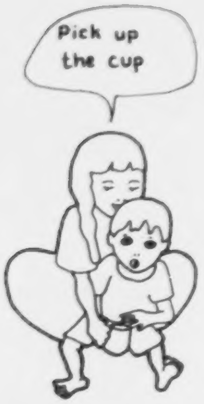
1. Think about how the child should do the activity.

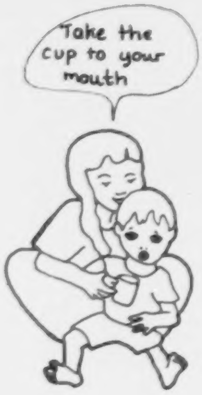
   Think about how the child should drink from the cup. The child should pick the cup up, take it to the mouth, take a drink from it and put the cup down.

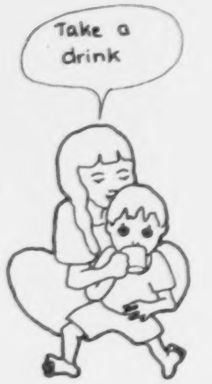
2. Explain the activity to the child.

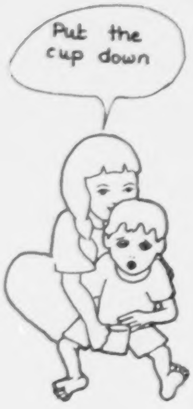
   Explain to the child how he or she should drink from the cup. Also explain to the child why he or she should drink.

Show the child how to drink from the cup. Show the child by putting your hands on the child's hands and helping him or her to drink.




Take the cup to your mouth

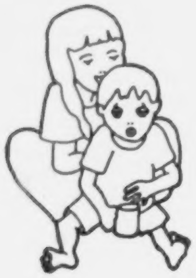


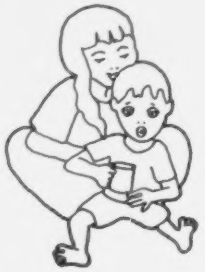


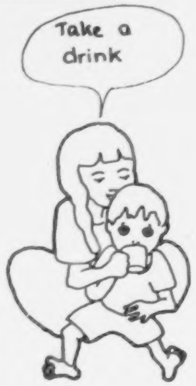
3. When you help the child, tell the child to do as much of the activity as possible without your help. Tell the child clearly and simply what he or she must do with you to complete the activity.

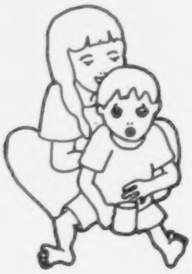
■ If the child cannot do any part of the activity, put your hands on the child's hands. Then do the whole activity together.

■ If the child can do part of the activity alone, help the child to do the parts that he or she cannot do. In this way help the child to complete the activity.

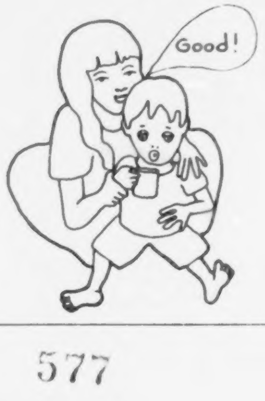








4. Each time the child completes the activity with you, show the child that you are pleased. Tell the child that he or she has done well. You can pat or hug the child to reward him or her for completing the activity. This will help the child to want to complete the activity with you again.



- Help the child to complete the activity every time. When the child completes the activity even with your help, reward the child.

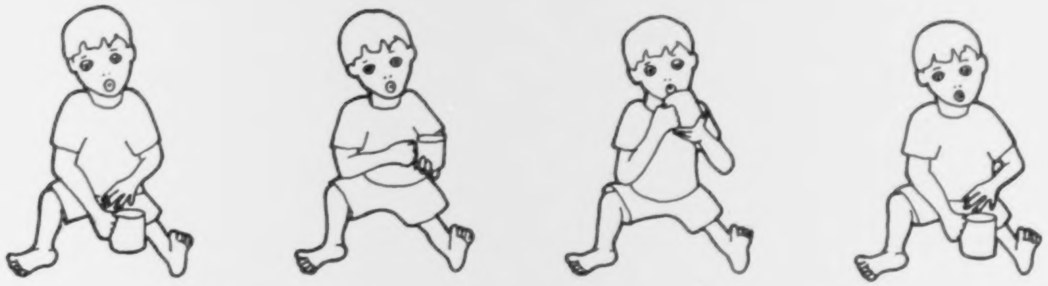
- When the child does a part of the activity alone that he or she could not do before, show the child that you are pleased.

- When the child does the activity well, show him or her that you are pleased. These rewards will encourage the child to try to do the activity without your help.

5. Do the activity with the child in the same way every time the child needs to do the activity. Instruct and reward the child in the same way every time you and the child repeat the activity together.

6. When the child learns to do more parts of the activity give the child less help and less instruction. Each time ask the child to do as much as possible without your help. Put your hands on the child's hands and tell him or her what to do only when the child needs help to complete the activity.

7. Continue training the child in this way until he or she has learned to do the whole activity without help. This may take several days, weeks or months.



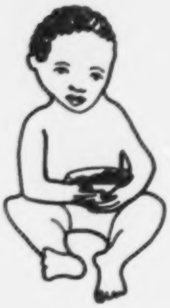
Activities the child needs to be able to do

- Activities that the child needs to be able to do without help are given on the following pages.

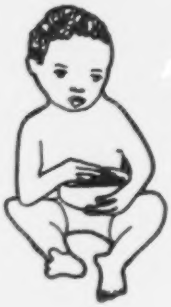
- The child should be able to do these activities in the same way as other family members. If the way an activity is described on the following pages is different from the way your family does it, change it to fit your way.

Eating

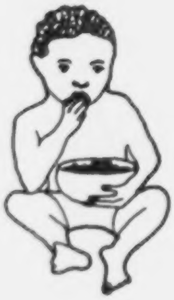
■ In this example, the child is holding a bowl of food in one hand. The child is eating with the fingers of the other hand.



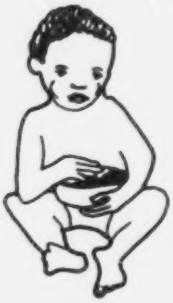
■ Holding bowl



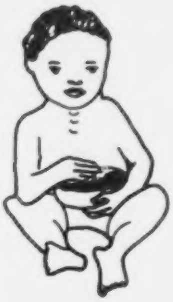
■ Picking up food



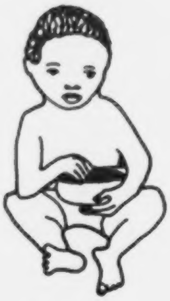
■ Taking food to mouth



■ Chewing food



■ Swallowing food

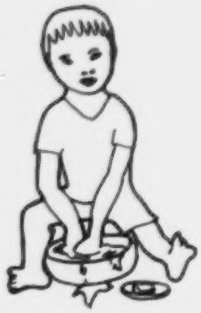


■ Getting ready to pick up more food

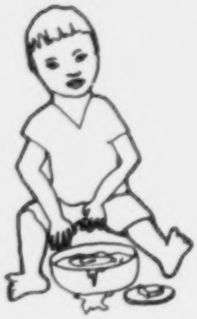
Washing his or her hands

■ Keeping clean prevents diseases. A child will be more healthy if he or she washes his or her hands before cleaning the teeth, before and after every meal, and after using the latrine.

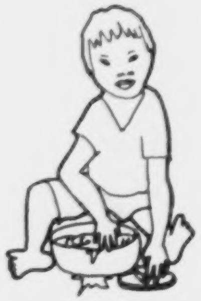
■ In this example, the child is washing his or her hands with soap in a bowl of water.



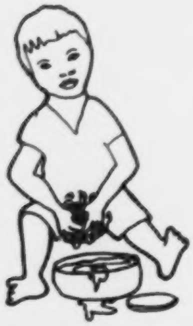
■ Putting hands in water



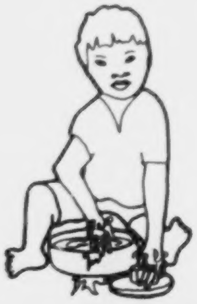
■ Lifting hands out of water



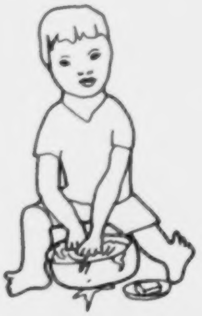
■ Picking up soap



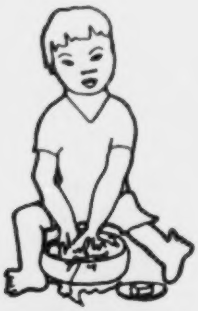
■ Rubbing soap on hands



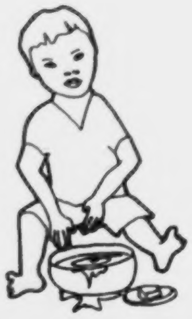
■ Putting down soap



■ Putting hands in water



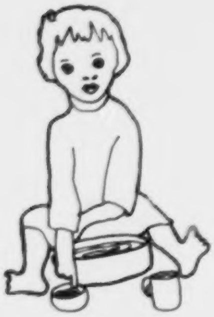
■ Washing off soap



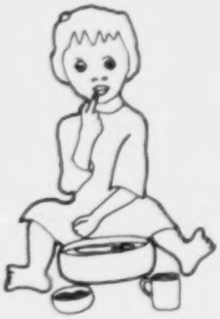
■ Lifting hands out of water

Cleaning the teeth

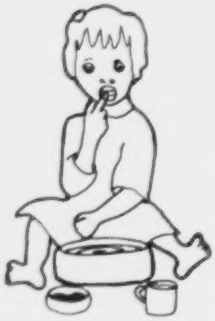
■ In this example, the child is cleaning his or her teeth with a finger using salt or charcoal powder. Then he or she is rinsing his or her mouth with water.



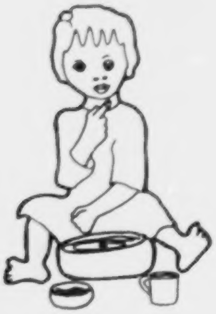
■ Putting finger in salt or charcoal powder



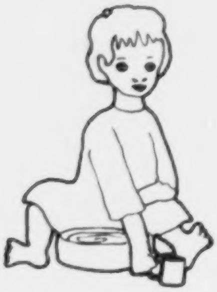
■ Taking finger to mouth



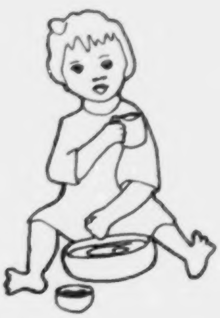
■ Moving finger to rub teeth and gums



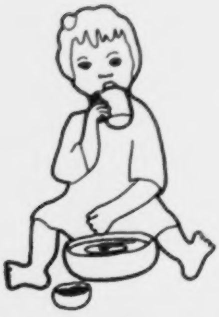
■ Removing finger from mouth



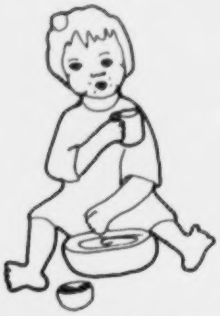
■ Picking up cup



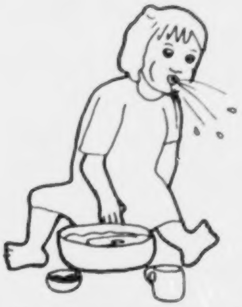
■ Taking cup to mouth



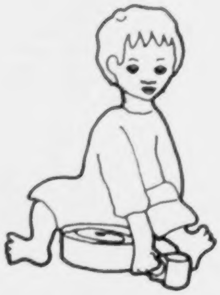
■ Sipping water



■ Washing mouth with water



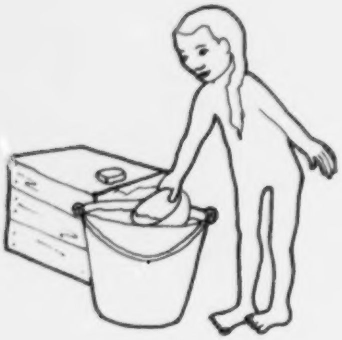
■ Spitting water out



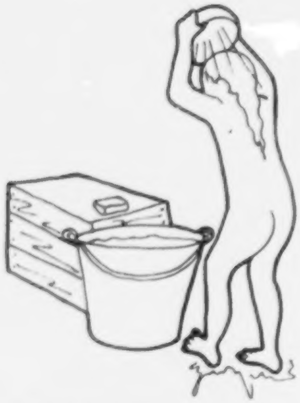
■ Putting down cup

Bathing

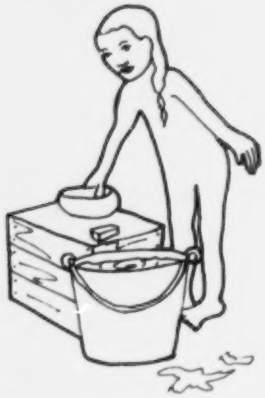
■ In this example, the water for bathing is in a bucket. The child is washing by pouring the water over himself or herself with a bowl.



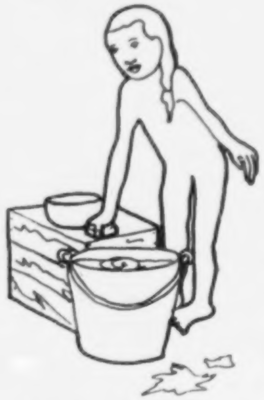
■ Filling bowl with water



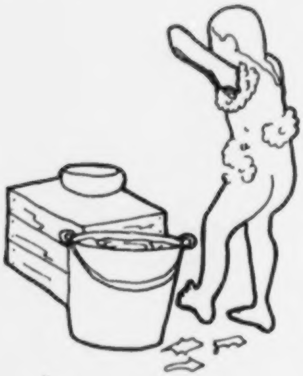
■ Pouring water over body



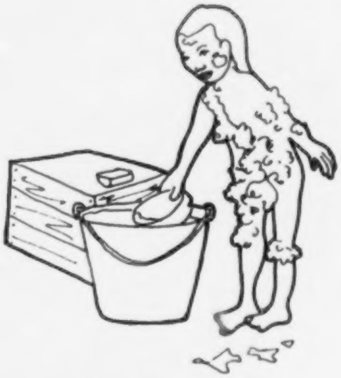
■ Putting down bowl



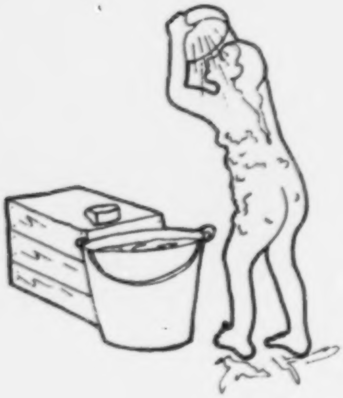
■ Picking up soap



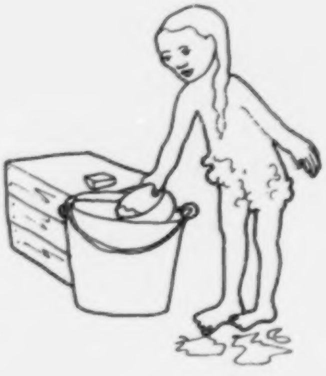
■ Rubbing soap on face and body



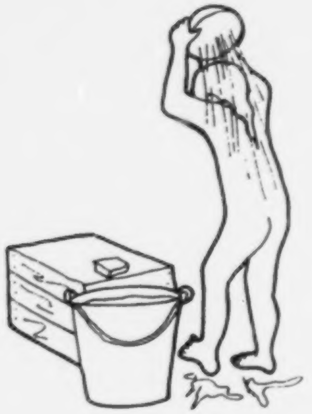
■ Filling bowl with water



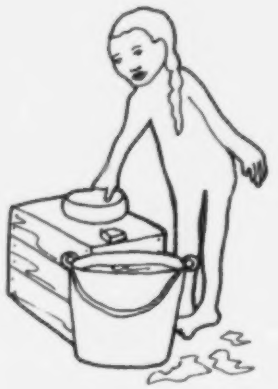
- Washing soap off face



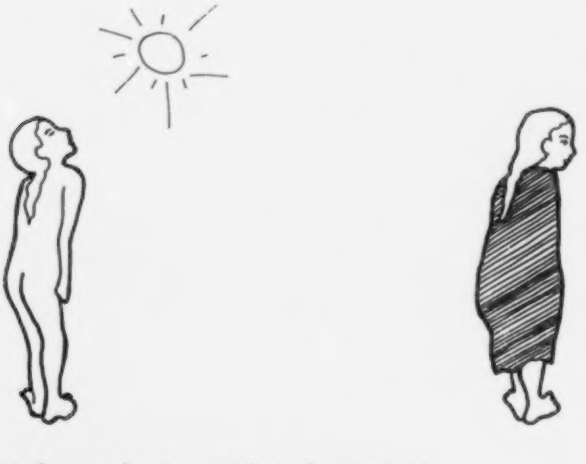
- Filling bowl with water



- Washing soap off body



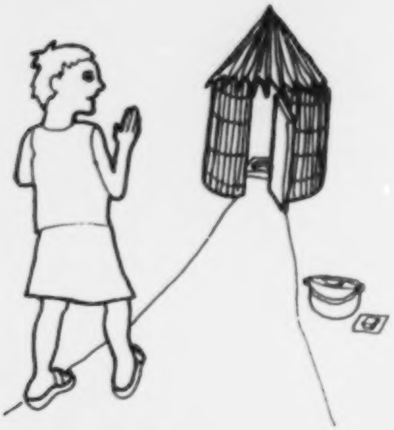
- Putting down bowl



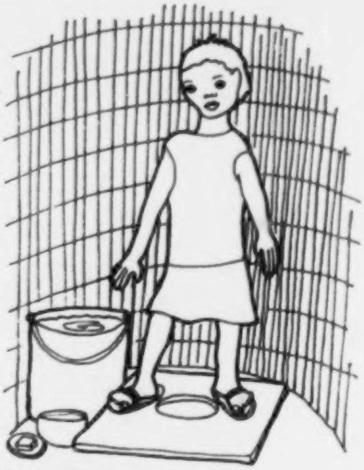
- Standing in the sun to dry or drying with a clean cloth

Using the latrine and cleaning himself or herself

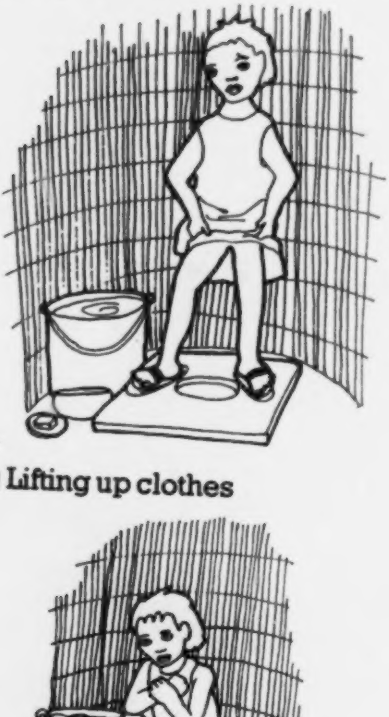
■ In this example, the child is using the latrine and then cleaning himself or herself with water.



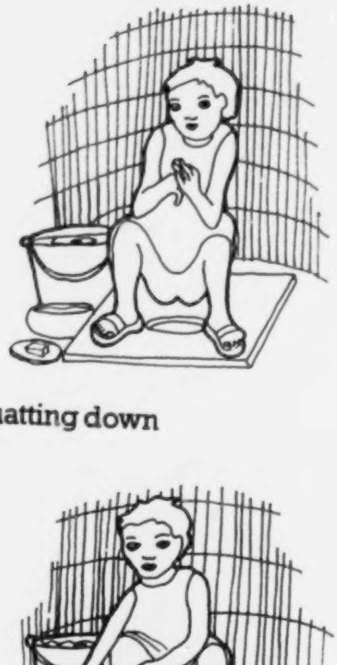
■ Going to latrine



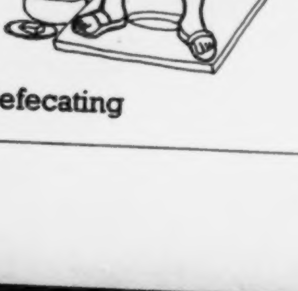
■ Standing over latrine hole



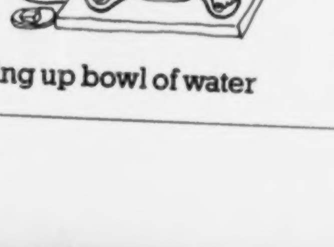
■ Lifting up clothes



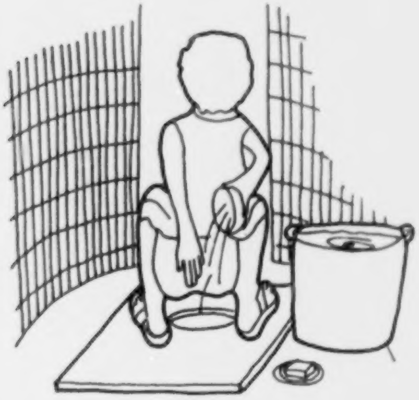
■ Squatting down



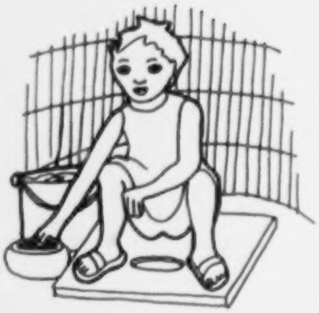
■ Defecating



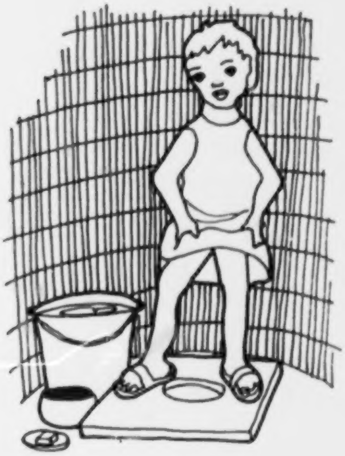
■ Picking up bowl of water



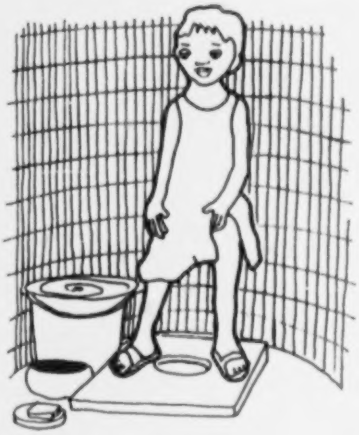
■ Washing back



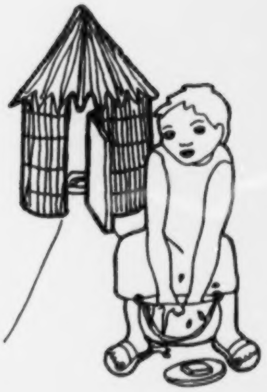
■ Putting down bowl



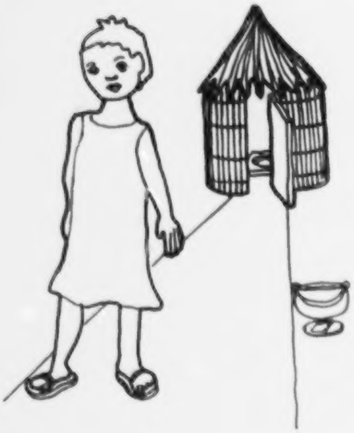
■ Standing up



■ Pulling down clothes



■ Washing hands with soap and water

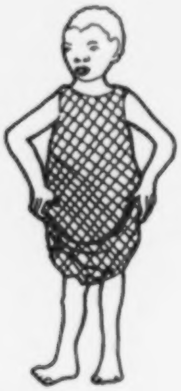


■ Going home

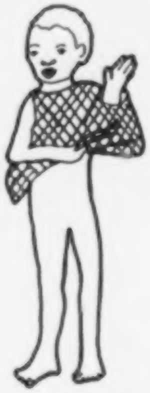
Dressing

- In this example, the child is taking off and putting on a dress.
- It may be easier for the child if you teach the child to take off the dress first. When the child can do this alone, then teach him or her to put on the dress.

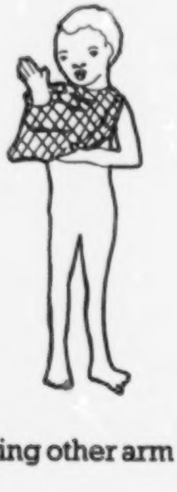
Taking off dress



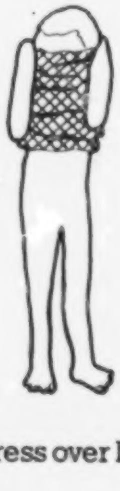
- Lifting up dress



- Removing one arm from sleeve

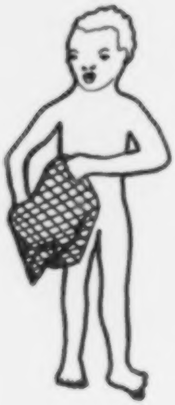


- Removing other arm from other sleeve

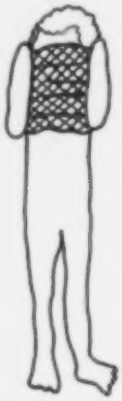


- Pulling dress over head

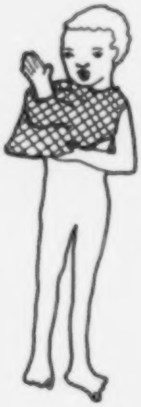
Putting on dress



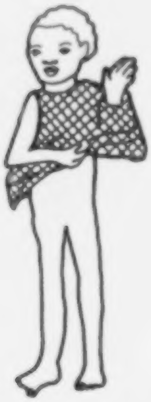
- Picking up dress



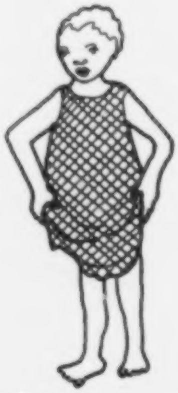
- Putting head through neck of dress



- Putting one arm through one sleeve



- Putting other arm through other sleeve



- Pulling down dress

Results

After you have used this package for some time, answer the questions.

Begin by watching the child you are training. Then answer the questions by putting the date in one box after each question. Put the date in the box beside "Alone" if the child always does the activity without help. Put the date in the box beside "With some help or sometimes" if the child needs help to do part of the activity, or needs help sometimes. Put the date in the box beside "Not at all" if the child cannot do any part of the activity without help.

Feeds himself or herself? (including eating and drinking)	Alone	☐
	With some help or sometimes	☐
	Not at all	☐
Keeps himself or herself clean? (including washing, bathing, and cleaning teeth)	Alone	☐
	With some help or sometimes	☐
	Not at all	☐
Uses the latrine?	Alone	☐
	With some help or sometimes	☐
	Not at all	☐
Dresses and undresses?	Alone	☐
	With some help or sometimes	☐
	Not at all	☐

If all your answers are "Alone", you and the child have done well. You can stop using this package.

If any answer is "With some help or sometimes" or "Not at all", it may be because of one of the reasons listed. Go through the list to find a possible reason for each of these answers and to see what you can do about it.

REASON	WHAT TO DO ABOUT IT
1. You do not let the child do all that he or she can do.	Let the child try to do the activities with less help from you. Repeat the training until the child can do each activity. Then stop using this package.
2. The child does not try to do all that is possible to take care of himself or herself.	Encourage the child to try to do more of these activities. Repeat the training until the child can do each activity. Then stop using this package.
3. You have not trained the child long enough.	Continue training the child. If you have no results in six months, ask your Local Supervisor for advice.
4. You have not followed the instructions correctly.	Read the package again. If you think that you have not understood the instructions, speak to your Local Supervisor. Then repeat the training until the child can do each activity. Then stop using this package.
5. The child cannot be trained to do the activity because of his or her disability.	The child will continue to need help for the activity. Discuss with your Local Supervisor whether you should stop using this package.

If you continue to use this package, train the child for some time. Then answer all the questions above again to see if the person does more activities.

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

TRAINING IN THE COMMUNITY FOR PEOPLE WITH DISABILITIES

24.

Training package for a family member of an adult who has difficulty learning

How to train the adult to take care of himself or herself

What Is This Package For?

The instructions in this package will help you to train the adult who has difficulty learning to be able to take better care of himself or herself. The instructions include how to eat, drink, clean the teeth, wash and bathe, use the latrine, dress, get around alone, count, write and read, and use money without help.

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Geneva, 1989

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24. Training package for a family member of an adult who has difficulty learning

How to train the person to take care of himself or herself

- The person who has difficulty learning has had this disability since birth or from a very early age. The person did not develop his or her abilities as a child in the way other people have.

Because of this, the person sometimes cannot take care of himself or herself, get around alone or communicate with others. The person sometimes cannot do household activities, do a job, or join in social activities. The person probably has not had any schooling.

- If you can train the person to do these activities you will have more free time to do other things. The person you train may also be able to help you with housework or some other tasks.

- Although the person does not have the same abilities as other adults, he or she is still an adult. Always remember this and treat the person as an adult. Tell family members, friends and neighbours that they must do the same.

How the person can learn new activities

■ There are many ways that help the person to learn activities. You can use the following ways:

Doing activities that the person can see or hear.

Talking and explaining to the person about the activities you do.

Doing activities with the person.

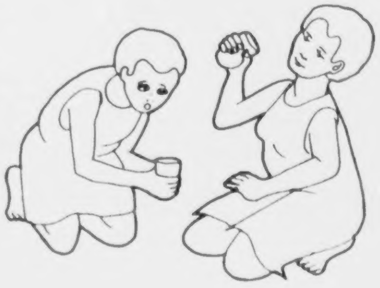
Talking about the activities you and the person do together.

Talking to the person about the activities you see other people do.

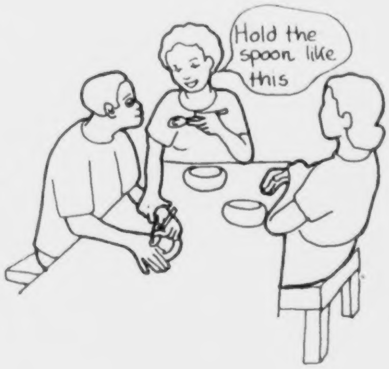
Encouraging the person to do as many activities as possible without your help.

■ First find out how the person understands you. The person may understand you by listening to your words or by watching your face and the movements of your hands and body. Or the person may understand by touching you while you are doing something. The person may understand by doing an activity with you.

When you teach the person, speak and explain in the way that he or she understands best.



■ Teach the person to do activities at the time of the day that he or she should normally do the activity. For example, help the person learn to feed himself or herself when it is mealtime. Help the person learn to undress when it is time to change clothes or to go to sleep.


Hold the spoon like this

■ Begin training the person with an activity that you think that he or she will learn easily.

■ Teach the person only one activity at a time. When the person can do that activity well, teach another.

■ Each day spend some time training the person.

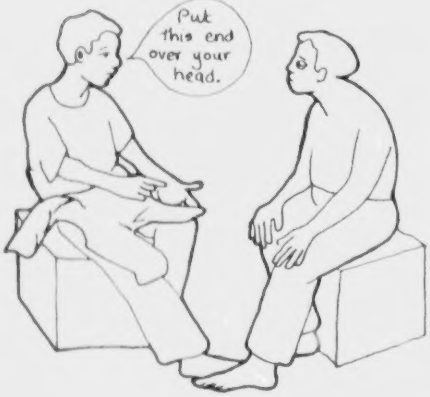
- The person may learn an activity more easily once he or she understands that it is an activity that other people do. For example, the person may learn to eat at regular times and without help once the person understands that this is what other family members do.

- There may be times when the person cannot learn new activities, even when you try teaching them. At this time, let the person continue doing the activities that he or she already knows. He or she will then become better at them.

Watch the person carefully to know when he or she is ready to learn a new activity. Then you can begin teaching the person new activities again.

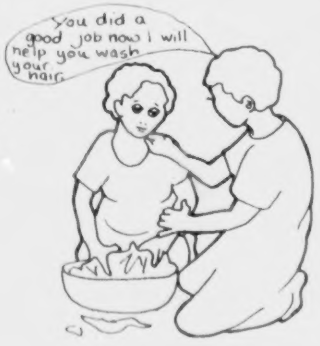
- When you teach the person, you should have all his or her attention. The person will not give you attention if he or she is hungry or not comfortable. So be sure that he or she is comfortable.

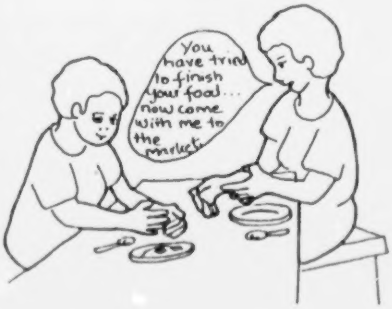
The person will not give you attention if there are many people and a lot of noise when you are training together. He or she will want to watch what is happening around you. So choose a quiet place where the person will think about what you are doing together.


Put this end over your head.

- Some people can give their attention to one thing for a very short time only. If the person you train is like this, first train the person using activities or games that he or she likes.

Do the activities the person likes for a longer time each day. In this way you train him or her to be able to keep his or her attention to doing one thing for a longer time. When the person can keep his or her attention to one thing for a longer time, start teaching the person other activities


You did a good job now I will help you wash your hair


You have trid to finish your food... now come with me to the market

- Always remember that if a person does the same activity for too long, he or she may get tired of it. Then the person may not want to do it anymore. For this reason, do not make him or her do the same activity for too long. Watch the person to see if he or she is becoming tired. Stop the activity before the person gets tired.

- Be patient when training a person. Speak to the person quietly and slowly.

The person will not learn if you shout or frighten him or her. Also for this reason, do not hit the person. Hitting and shouting will not help a person learn.

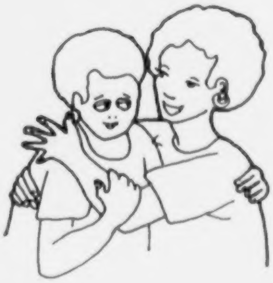
- A person needs to keep doing an activity after having learned it. The more times the person does an activity, the better he or she will be able to do it.

How to use rewards to help a person learn

- Rewards can help people learn activities more quickly. When a person receives a reward for doing something correctly, the person will want to do it again. So let the person you train know that he or she is rewarded for doing an activity well.

- Do this by giving a reward as soon as the person has done something correctly. Give a reward each time he or she does it correctly.

- Watch the person to find out what he or she likes. Then you can give the person what he or she likes as a reward.



- A reward may be any of the following things:

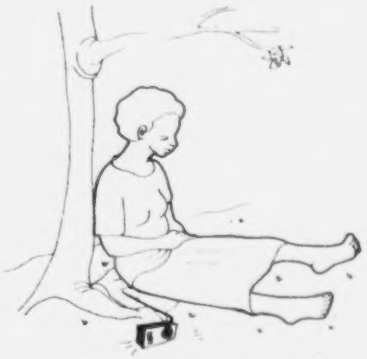
  A smile, a hug, praise, or attention.

  Letting the person have something special, such as food the person likes.

  Letting the person do something that he or she likes, such as listening to songs and music.

- When the person has completed a short activity, such as dressing, give a small reward, such as a pat or a hug.

When the person has completed a larger activity, such as going to the market for you, give a larger reward. You may then let the person visit friends or listen to music.



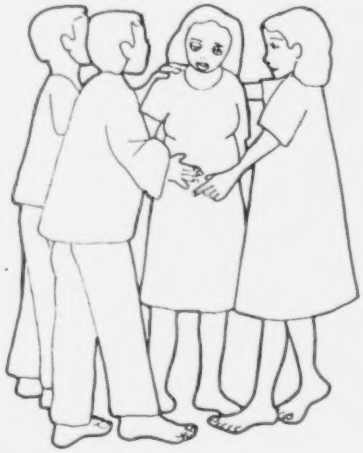
- A reward should be given only for an activity well done. If the person is rewarded for something that he or she should not do, the person will do it again to get the reward.

- Try to ignore the person when he or she does activities that you do not want him or her to repeat.

But if the person does an activity which can cause injury to himself or herself or to another person, you should not ignore the activity. Stop the person and encourage him or her to do another activity.

- Give a reward to the person when an activity is done at the correct time in the correct place. For example, give the person a reward if he or she dresses in the correct clothes or eats with the family members at the correct time.

- Continue to give rewards until the person has learned to do the activity. When the person has learned to do the activity, gradually stop the rewards.



How to teach the person to do an activity

- You have observed the person you train and you know what his or her abilities are. You know how much of an activity the person may be able to do alone. You also know how much he or she may not be able to do. Always encourage the person in whatever he or she can do alone. Make sure the person does as much as possible without your help.

- When you teach the person an activity, observe the person all the time you teach him or her. Always find out how much more of the activity the person can do alone without your help. Then help the person to do those parts of the activity that he or she cannot do alone.

■ Remember these things whenever you teach the person to do an activity. You can use the following way to teach the person to do any activity.

1. Think about how the person should do the activity.
2. Explain the activity to the person.
3. When you help the person, tell him or her to do as much of the activity as possible without your help.
4. Each time the person completes the activity with you, show the person that you are pleased by rewarding him or her.
5. Do the activity with the person in the same way every time the person needs to do the activity.
6. When the person learns to do more of the activity give him or her less help and less instruction.
7. Continue training the person in this way until he or she has learned to do the whole activity.

■ The following example describes how to teach the person to take off trousers.

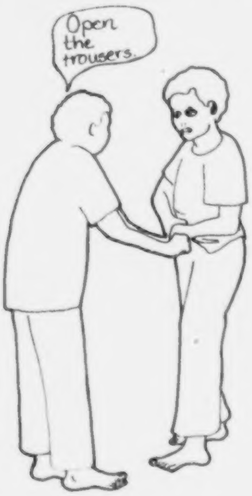
1. Think about how the person should do the activity.

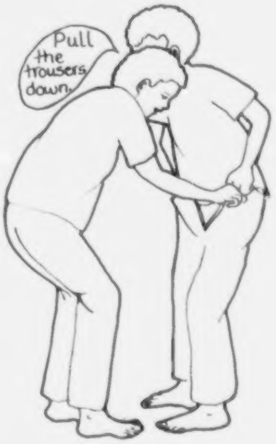
   Think about how the person should take off the trousers. The person should pull the trousers down, take one leg out of the trousers and then take the other leg out of the trousers.

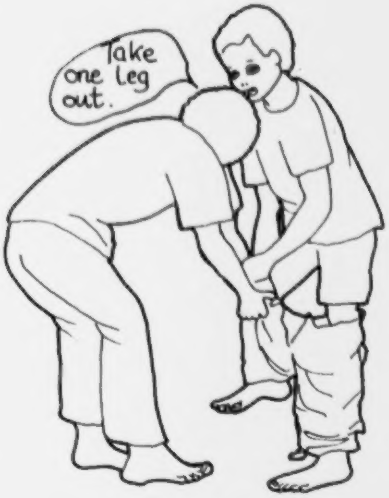
2. Explain the activity to the person.

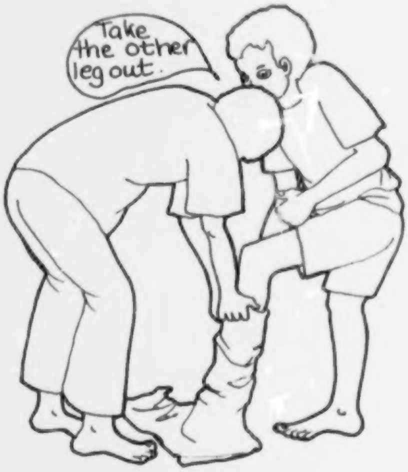
   Explain to the person how he or she should take off the trousers. Also explain to the person why he or she should do it.

   Show the person how to take off the trousers. Show the person by putting your hands on the person's hands and helping him or her to take off the trousers.


Open the trousers.


Pull the trousers down.

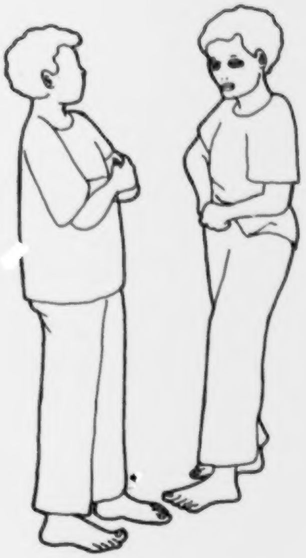

Take one leg out.

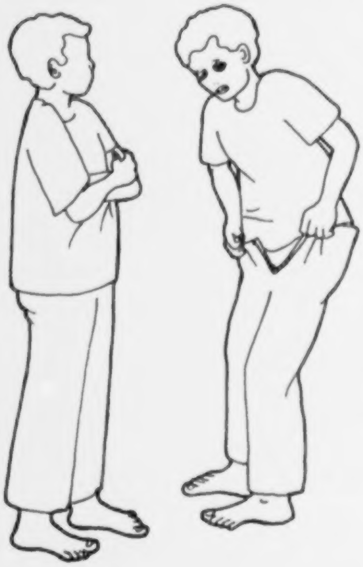

Take the other leg out.

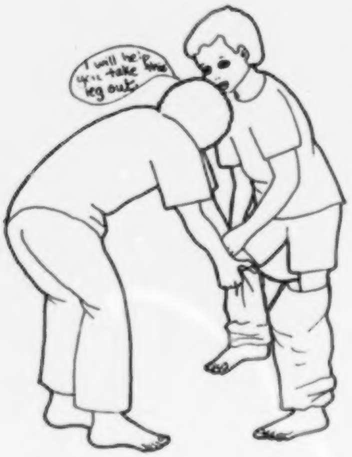
3. When you help the person, tell him or her to do as much of the activity as possible without your help. Tell the person clearly and simply exactly what he or she must do with you to complete the activity.

■ If the person cannot do any part of the activity, put your hands on the person's hands. Then do the whole activity together.

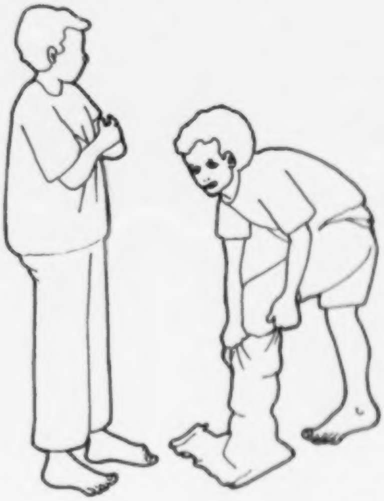
■ If the person can do part of the activity alone, help the person to do the parts that he or she cannot do. In this way help the person to complete the activity.

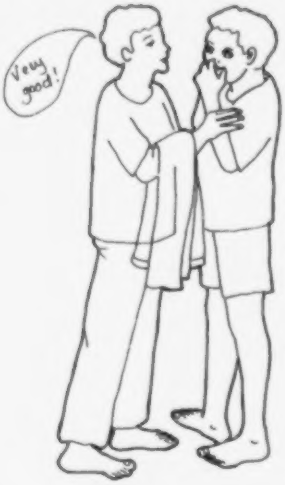






I will help you take the leg out.





4. Each time the person completes the activity with you, show the person that you are pleased. Tell the person that he or she has done well. You can pat or hug the person to reward him or her for completing the activity. This will help the person to want to complete the activity with you again.

■ Help the person to complete the activity every time. When the person completes the activity even with your help, reward the person.

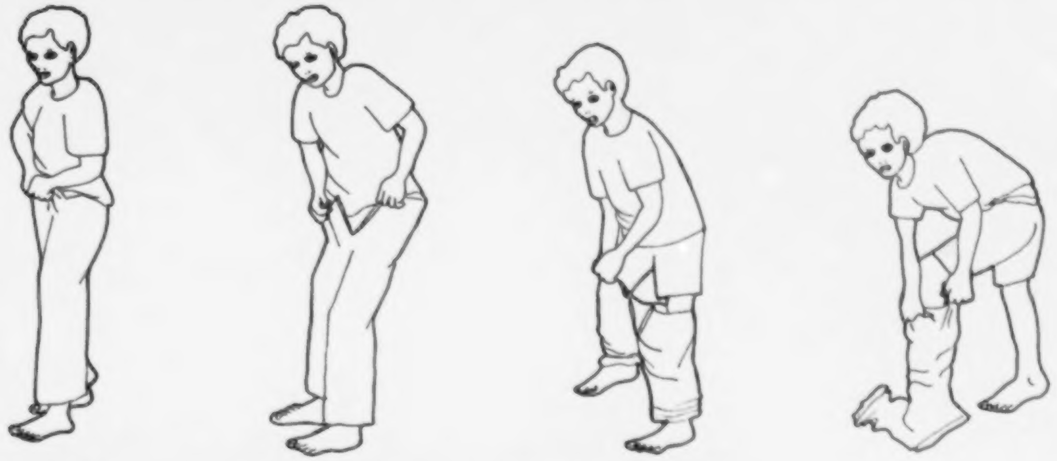
■ When the person does a part of the activity alone that he or she could not do before, show the person that you are pleased.

■ When the person does the activity well, show him or her that you are pleased. These rewards will encourage the person to try to do the activity without your help.

5. Do the activity with the person in the same way every time the person needs to do the activity. Instruct and reward the person in the same way every time you and the person repeat the activity together.

6. When the person learns to do more parts of the activity give him or her less help and less instruction. Each time ask the person to do as much as possible without your help. Put your hands on the person's hands and tell him or her what to do only when the person needs help to complete the activity.

7. Continue training the person in this way until he or she has learned to do the whole activity. This may take several days, weeks, or months.



Activities you can train the person to do

- The person you train may be only a little slower than other people of the same age. If so, you will be able to train the person to do all the activities of other adults.

- The person may have only some of the abilities of other adults. If so, you will be able to train the person to do only some of the activities of other adults.

- Perhaps you have already tried many times to train the person to do activities that others do. You may have succeeded in training the person to do some activities.

Or you may not have succeeded. There can be many reasons for this. Many people who have difficulty learning need a different kind of training from others. They also need training for longer. So you must try again to train the person to do the activities he or she cannot do.

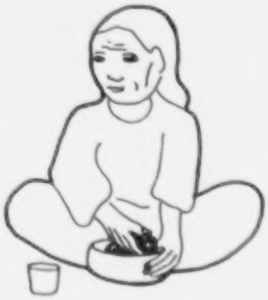
- The person you train should do activities in the same way as other people in the family. The person you train will need more help and encouragement. He or she will need to repeat an activity more times in order to learn the activity. You will need more time and patience to teach the person.

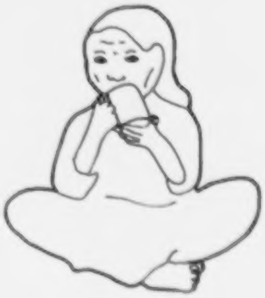
Taking care of himself or herself

- Train the person to take care of himself or herself in the same way as other family members.

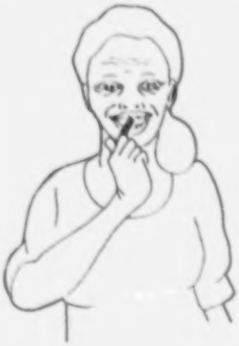
- Train the person to do the following activities without help:

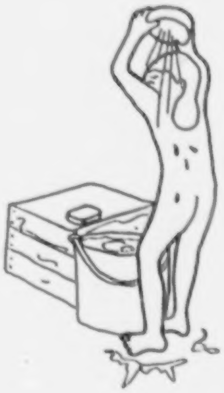
- Eat
- Drink



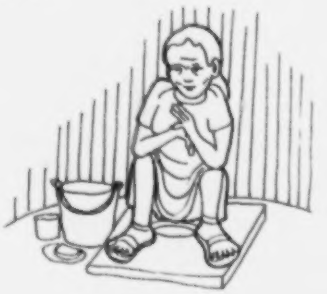


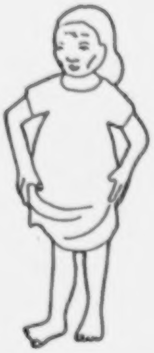
- Clean his or her teeth
- Bathe





- Use the latrine and clean himself or herself
- Dress

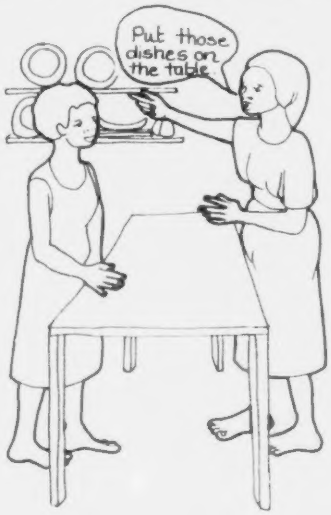




Communicating with others

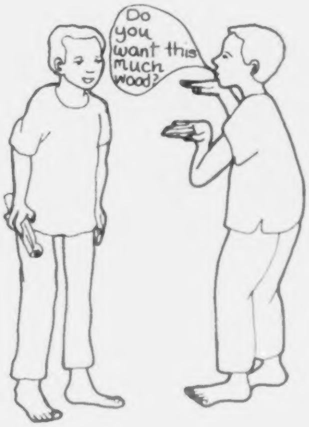
- Communication is how we understand what is being said to us and how we express to other people our thoughts, needs, and feelings.

- Find out ways by which the person understands you. He or she may understand you by listening to your words or by watching the expressions on your face and movements of your hands and body. Or the person may understand you by doing an activity together with you.


Put those dishes on the table.

- When you communicate with the person, use ways that the person understands.

- Teach the person to express himself or herself in ways that other people can understand. Teach him or her to do this by using words, expressions on his or her face, and movements of his or her hands and body.


Do you want this much wood?

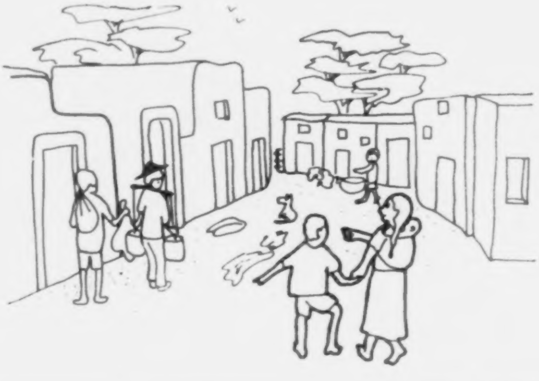
- Teach other people how to communicate with the person using these ways.

Getting around alone

- If the person has never learned to get around alone, train him or her to do so.

Take the person with you in the village many times. Always go the same way. Explain to the person what is happening along the way. Show the person landmarks, such as trees and houses, and rivers and streams. Show him or her people at work.

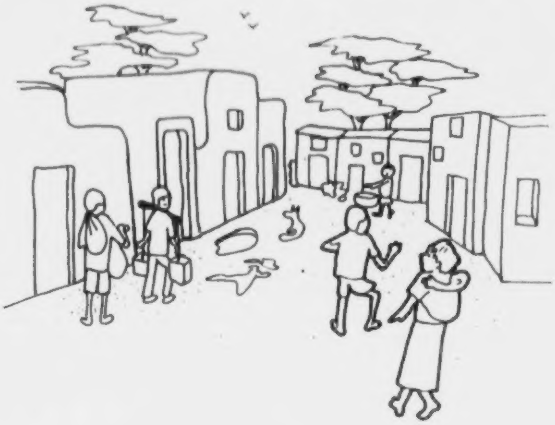
Explain to the person how long it takes to go to different places in the village.



■ When you think the person is ready to do so, let him or her walk in front of you. Find out if the person knows the way.

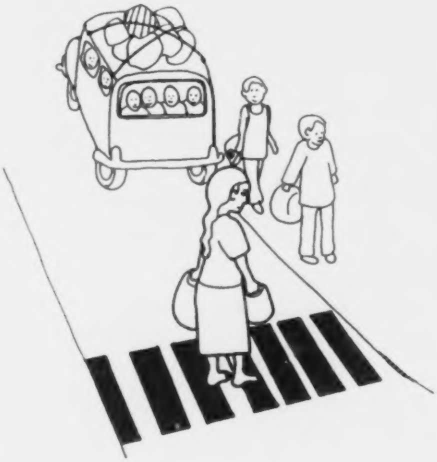
Then give the person a task to do so that he or she has to go alone to some place nearby.

As the person learns to go to nearby places alone, send him or her to places that are farther away.



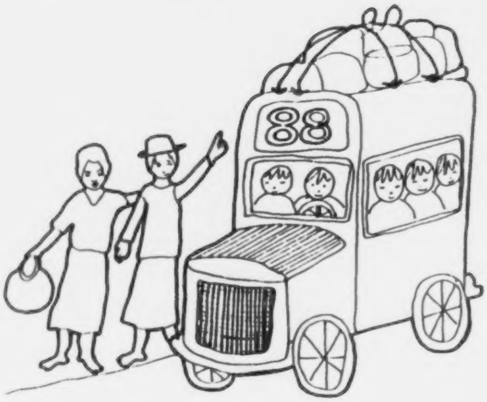
■ Teach the person how to cross roads and how to deal with traffic. Take the person to the roadside. Teach the person to walk on the side of the road, facing the direction in which traffic is coming.

When you train the person to cross the road, teach him or her to look and listen for traffic that can come from both sides. Explain to the person that he or she must cross the road only when the road is clear or the traffic has stopped. If there are signs to show where people can cross the road, teach the person to cross the road there.



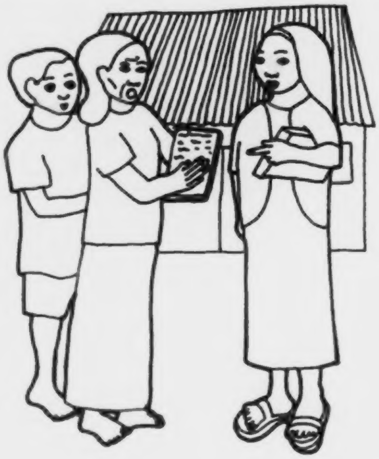
■ Train the person to travel alone by bus if necessary. Try to choose a time when the buses are not full. Go with the person by bus and explain to him or her what you do.

■ Teach the person to recognize which bus he or she must take by the number or sign on the bus. Tell the person to ask other people where the buses go and where to get off. Teach him or her to ask for any other help he or she needs.

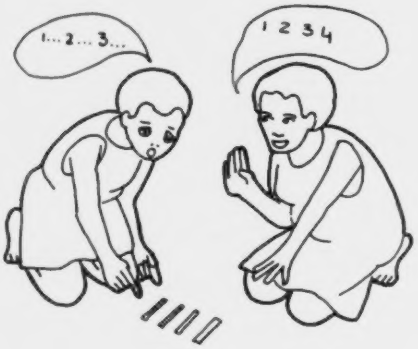


Counting, reading, and writing

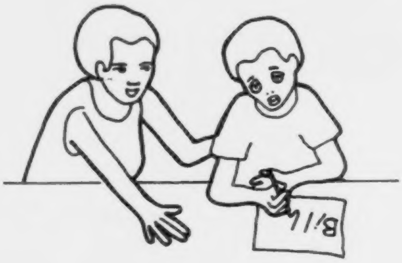
■ If the person has not had any schooling, perhaps he or she will not be able to count, read, or write.



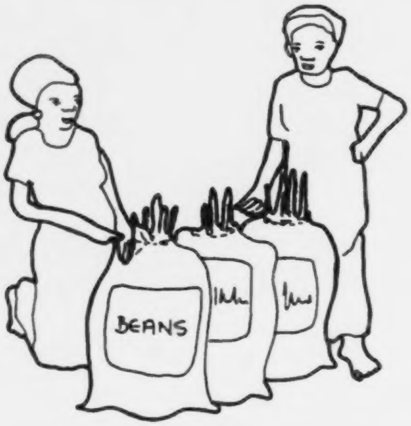
■ If schooling is not possible, try to give the person schooling at home. Start by helping the person to learn to count.



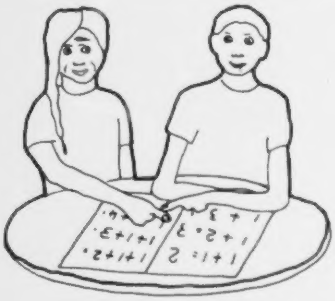
Next try to help the person to write his or her name. Start by writing only the name the person is called. Ask the person to copy it many times. If this is possible you could next try to help the person to write his or her other names if this is necessary.



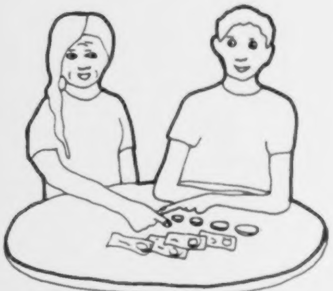
■ The person may not be able to read. But you can teach the person to recognize simple labels, such as on bottles of medicines, bags of seed, and on traffic signs.



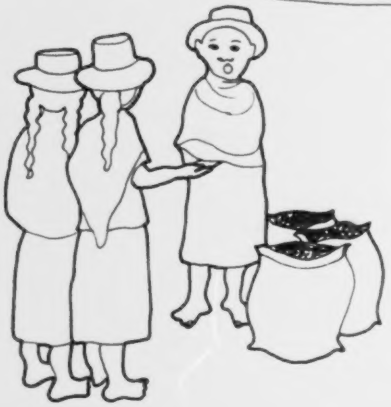
Using money



- When you have taught the person to count, try to help him or her to write numbers. You could then try to help him or her to do simple sums.



- If the person can do this, you can try to help him or her to use money. First teach the person to recognize the different coins. Show the person how smaller coins add up to bigger coins. Show how bigger coins are changed into smaller ones. Then try to teach the same with notes.



- If the person can do this, take him or her along to the market and show how you buy things for money. Try to train the person to give the money for what you are buying and to receive the correct amount of change back. Repeat this many times, so you are sure that the person can do it.

- If the person can do this, take him or her to the bus and show how to buy a ticket for money. Also show how to make sure that you receive the correct amount of change back. Repeat this many times. Then let the person buy the ticket himself or herself.

Other activities you should train the person to do

- Train the person to do household activities. The person should do a job and join in family and community activities.

If the person needs training in any of these activities, your Local Supervisor will give you other Training Packages. Speak to your Local Supervisor about it.

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Results

After you have used this package for some time, answer the questions.

Begin by watching the person you are training. Then answer the questions by putting the date in one box after each question. Put the date in the box beside "Alone" if the person always does the activity without help. Put the date in the box beside "With some help or sometimes" or "With help" if the person needs help with part of the activity or needs help sometimes. Put the date in the box beside "Not at all" if the person needs help to do the whole activity, or does not do the activity.

Feeds himself or herself? (including eating and drinking)	Alone	☐
	With some help or sometimes	☐
	Not at all	☐
Keeps himself or herself clean? (including washing, bathing, and cleaning teeth)	Alone	☐
	With some help or sometimes	☐
	Not at all	☐
Uses latrine?	Alone	☐
	With some help or sometimes	☐
	Not at all	☐
Dresses and undresses?	Alone	☐
	With some help or sometimes	☐
	Not at all	☐
Moves around village?	Alone	☐
	With help	☐
	Not at all	☐

If all of your answers are "Alone," you and the person have done well. You can stop using this package.

If any answer is "With some help or sometimes", "With help", or "Not at all", it may be because of one of the reasons listed. Go through the list to find a possible reason for these answers and see what you can do about it.

REASON	WHAT TO DO ABOUT IT
1. You do not let the person do what he or she can do.	Let the person try to do these activities with less help from you. Repeat the training until the person can do each activity. Then stop using this package.
2. The person does not try to do all that is possible to take care of himself or herself.	Encourage the person to try to do more of these activities. Repeat the training until the person can do each activity. Then stop using this package.
3. You have not trained the person long enough.	Continue training the person. If you have no results in six months, ask your Local Supervisor for advice.
4. You have not followed the instructions correctly.	Read the package again. If you think you have not understood the instructions, speak to your Local Supervisor. Then repeat the training until the person can do each activity. Then stop using this package.
5. The person cannot be trained to do the activity because of his or her disability.	The person will continue to need help for the activity. Discuss with your Local Supervisor whether you should stop using this package.

If you continue to use this package, train the person for some time. Then answer all the questions above again to see if the person does more activities.

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

TRAINING IN THE COMMUNITY FOR
PEOPLE WITH DISABILITIES

25.

Training package for a mother of a baby with a disability

Breast-feeding

What Is This Package For?
The instructions in this package will help you to breast-feed a baby with a disability.

World Health Organization
Geneva, 1989

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25. Training package for a mother of a baby with a disability

Breast-feeding

Why should you breast-feed your baby?

- When you breast-feed your baby, your baby is close to you. This is a way of telling your baby that you love and want him or her. So your baby feels safe and happy. This is one important reason for you to breast-feed your baby.

- A baby who has a disability may be weaker than other babies. He or she may not be growing like other babies. Or the baby may easily become ill if not breast-fed. There are many other reasons why you should breast-feed your baby.

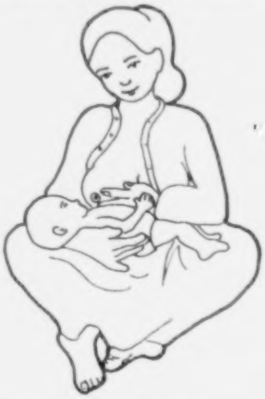
- Mother's milk is the best milk for your baby because of the following reasons:

It has all the good food in it that your baby needs.

It protects your baby against many diseases.

It is always clean and needs no preparation.

It costs nothing.



- You can feed your baby with only milk for the first 4 months. When the baby is 5 months old, he or she will also need other food. You can then give the baby cow's milk and porridge made from rice, wheat, or some other grain. Mashed fruit and cooked vegetables or other soft food are also good for babies.

Continue breast-feeding your baby for as long as possible. This gives your baby the nourishment that he or she needs to grow and be healthy.

- You need to eat and drink well to have enough breast milk for your baby. Milk, eggs, rice, green leafy vegetables, and fresh fruit are especially good food for a breast-feeding mother.

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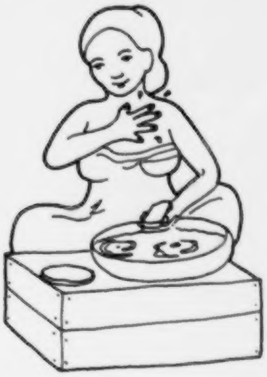
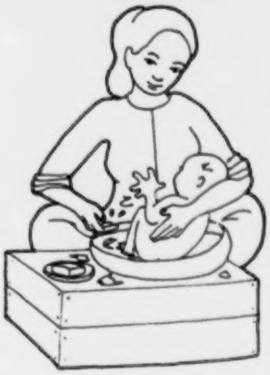
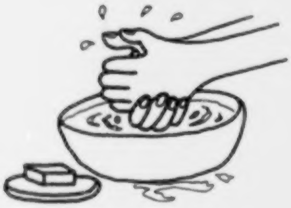
Cleanliness when breast-feeding

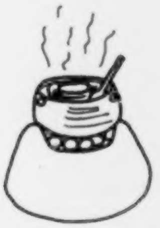




- It is important to be clean in everything you do, so that your baby stays healthy.
- Wash carefully every day with soap and water. Wash yourself and your baby.

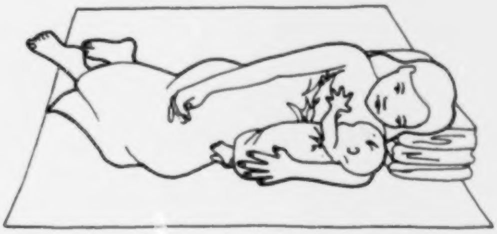


- Wash your hands with soap and water before you feed your baby.



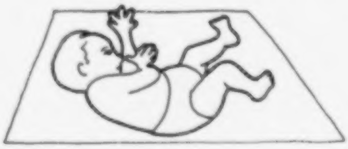
- If you use a cup and spoon to feed the baby, boil them for at least 5 minutes to clean them. Then when they are cool, use them to feed your baby.

How often to breast-feed your baby



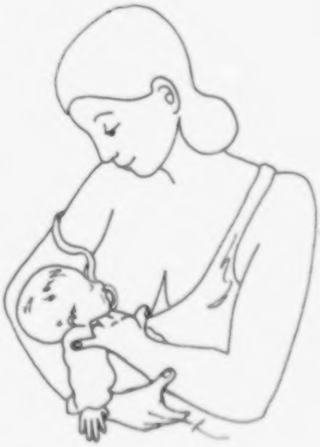
- Start breast-feeding your baby the day the baby is born. This makes it easier for you to continue to breast-feed.
- If you breast-feed your baby often during the first few days, it will also be easier for you to continue to breast-feed.
- Keep your baby close to you so that you can feed him or her whenever he or she is hungry. Put your baby to sleep near you so that you can feed him or her at night when the baby is hungry.

- Most babies cry when they are hungry. But some babies do not cry very much, even when they are hungry. They make other sounds and signs to show when they are hungry.



If your baby does not cry very much, it may be difficult for you to know when to feed him or her. Listen for and learn the other sounds or signs the baby makes to tell you when he or she is hungry.

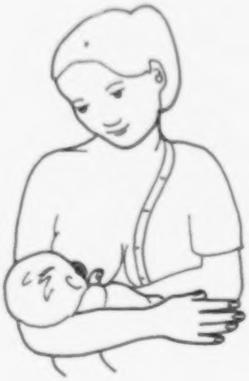
How to hold your baby



- You can lie down or sit up when you feed your baby.

- Do not let the baby's head fall backward. Put your arm behind the baby's neck to stop the head from falling back. Put your other hand under the baby's chin to stop the head from falling forward.

How to begin breast-feeding your baby



- Hold your baby against your breast. The baby's mouth will open to search for the breast. Put your nipple and as much as possible of the dark area around the nipple into the baby's mouth. The baby will start sucking.

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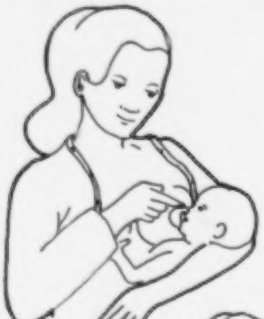
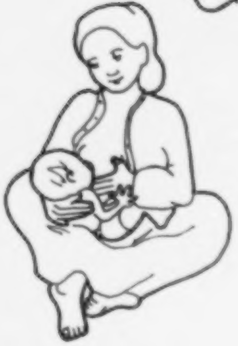
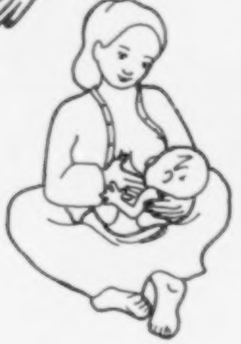


■ Your baby may not be able to breathe when his or her nose is pressed against your breast. If this happens, put your finger on your breast under the baby's nose to make enough room for the baby to breathe.

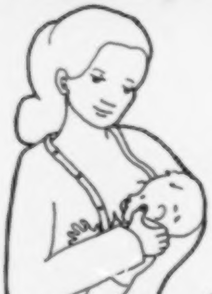




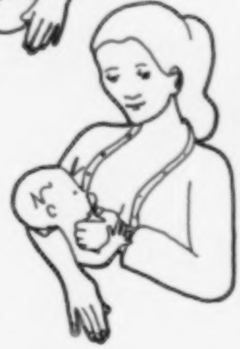
■ Let your baby suck from each breast each time he or she feeds. This way, you will feel more comfortable and you will have more milk for your baby.

■ Your baby will cough if too much milk goes into his or her mouth at once. Try not to let too much milk go into the baby's mouth at once. After you have breast-fed your baby for some time, you will know how much milk your baby can drink at once.

About a baby who has difficulty sucking



■ Your baby may be slow to suck. If so, you can encourage him or her to suck by gently pinching or stroking the baby's face or arms.

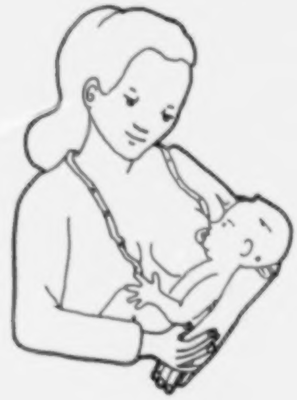


■ Some babies have a lower lip which falls down. If the baby's lips are open, he or she cannot suck or swallow any milk.

If your baby's lower lip is like this, hold it up with a finger of your hand around the baby's chin when you are breast-feeding.

- Some babies cannot suck at all.

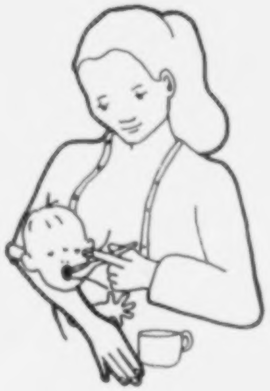
If your baby cannot suck at all, but can swallow, put the milk into the baby's mouth by pressing on your breast with your hand. Put the milk into the mouth a little at a time. Then the baby will have time to swallow the milk and to breathe. If you put too much milk in at once it will make your baby cough.



- Or press the milk from your breast into a clean cup and feed your baby from the cup with a clean spoon.

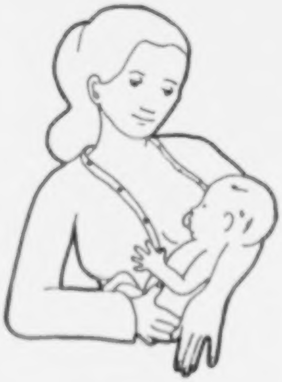
- If you feed the baby with a spoon, put the first spoonful of milk on one side of the tongue. Then put the next spoonful of milk on the other side of the tongue. Do not put the milk on the middle of the tongue.

- Put the milk on the back of the baby's tongue so that he or she can swallow it easily.



About a baby who pushes the head back

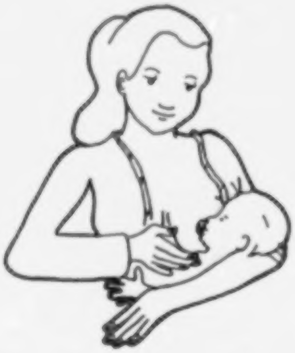
- Some babies push their head back most of the time. They hold their head far back. If your baby pushes his or her head back, place your arm under the baby's neck. Do not place your arm under the baby's head because this can make the baby push the head back even more.



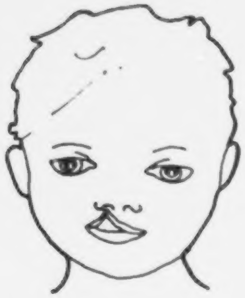
About a baby who pushes out the tongue

- Some babies push out their tongues when you put the nipple into their mouths. This may happen when something touches the middle of the baby's tongue.

If your baby pushes out his or her tongue, try to put the nipple to one side of the baby's mouth. In that way it does not touch the middle of the tongue.



About a baby who has a deformed mouth and lips



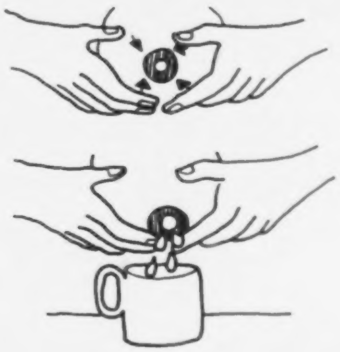
- Some babies who have a deformed mouth and lips can swallow, but cannot suck.

If your baby is like this, try to close the lip with your fingers. See if this helps your baby to suck.

- Some babies who have a deformed mouth and lips cannot swallow. The milk that the baby sucks comes out of the nose and the baby cannot swallow it.

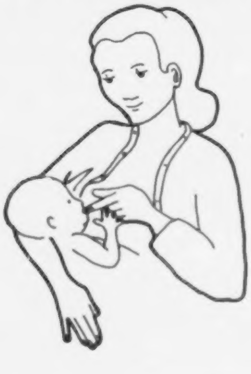
If your baby is like this, press the milk from your breast into a clean cup. Then feed your baby with a clean spoon. Put the milk far back on the baby's tongue.

How to press the milk out of your breast



- If you need to press the milk out of your breast, do this by holding the breast with both hands and gently pressing it. Start from the outside edge of the breast and press towards the dark area around the nipple. As you reach the dark area, press it between your thumb and forefinger and press the milk out of the nipple. Repeat this with each breast until the breast is empty.

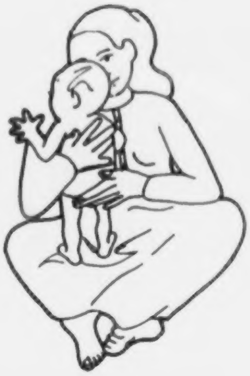
How to finish breast-feeding your baby



- Some babies do not stop sucking after they have finished feeding.

If your baby does not stop sucking, take your nipple out of the baby's mouth. Do this by putting your finger in the corner of the baby's mouth and opening the mouth gently.

- Then hold the baby up and rub his or her back gently to bring up any air that was swallowed with the milk.



Feeding a baby who does not grow as fast as others

- Some babies do not grow as fast as other babies of the same age. This may be because they have difficulty feeding. Or it may be because they do not get enough breast milk from their mothers.

- You may have a baby who does not grow as fast as other babies. When the baby is about 5 months old, give him or her extra food such as cow's milk and porridge made from rice, wheat, or some other grain. You can also give him or her mashed fruit and cooked vegetables or other soft food that is good for babies.

- When your baby is hungry, breast-feed him or her first, before giving any other food. In this way the baby will get all the nourishment in your milk. It will also help you produce enough milk. The more milk the baby drinks the more milk you will produce.

- If there is a health centre near you, take your child to the health centre to be weighed as often as possible, at least once a month. If your baby gains weight like other babies, he or she is feeding properly.

Results

After you have used this package for some time, answer the question.

Put the date in the box beside "Yes" or "No."

Breast-feeds and grows like other babies?	Yes	☐
	No	☐

If your answer is "Yes", you have done well and your baby is healthy. Now you no longer need this package.

If your answer is "No", it may be because of one of the reasons listed. Go through the list to find a possible reason for the "No" answer and see what you can do about it.

REASON	WHAT TO DO ABOUT IT
1. Your breasts may not have enough milk.	Eat well and drink plenty of water and other liquids. Breast-feed the baby more often. Each time you feed your baby, let him or her suck until there is no more milk. This will help your breasts to make more milk. Continue to use this package.
2. Your breasts may have too much milk and may be swollen so that your baby cannot suck.	Empty some of the milk out of your breasts with your hands. Then breast-feed the baby, and continue to use the package.
3. You may not have followed the instructions in the package correctly.	Read the package again. If you think that you have not understood the instructions, speak to your Local Supervisor about it.
4. You may not be able to breast-feed your baby because of his or her disability.	Speak to your Local Supervisor about it before you stop using this package.

If you continue to use this package, answer the question again after some time. If the answer is "Yes" then you can stop using this package.

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

TRAINING IN THE COMMUNITY FOR
PEOPLE WITH DISABILITIES

26.

Training package for a family member of a child with a disability

Play activities

What Is This Package For?
The instructions in this package will help you to train the child with a disability in play activities. This will stimulate the development of the child. The training includes how to communicate, move around, and take care of himself or herself. In this way you will be able to encourage the child to learn about people, about things, and about the community.

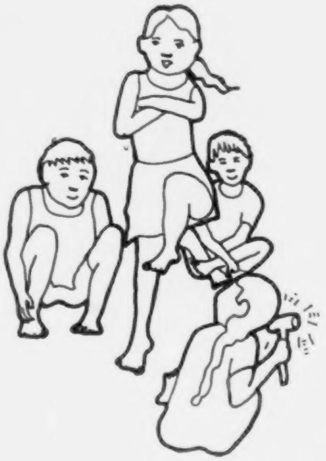
World Health Organization
Geneva, 1989

World Health Organization 1989

26. Training package for a family member of a child with a disability

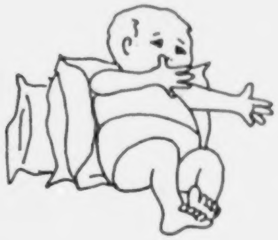
Play activities

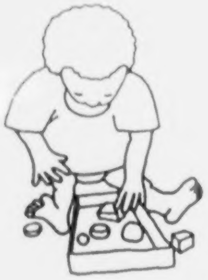
- Children enjoy playing. Play helps to develop a child's seeing, hearing, speech, understanding, moving, and behaviour. By playing, a child learns about the world we live in. The child learns about people and about things and about what is happening in the community.

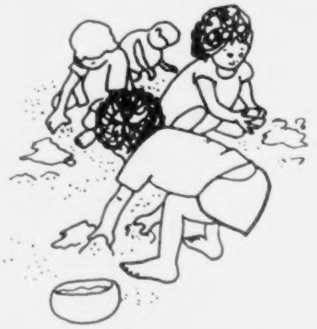


- Play activity teaches a child to get along with others. It prepares a child to be a member of the family and the community. Play prepares a child to go to school.

- Play is a normal activity for a child. A baby plays by smiling, making sounds, and moving the arms and legs. A young child also plays by making sounds and moving around. The child also plays with objects. An older child plays by speaking, moving, and using objects with other children, with adults or alone.







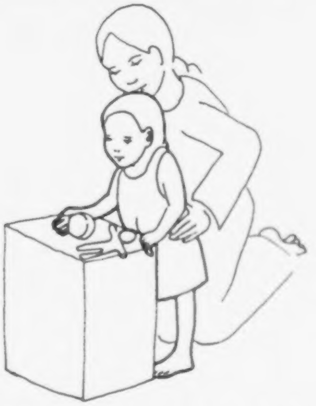
- Most children play without being encouraged to do so. But some children do need to be encouraged to play.

Children who have difficulty seeing, hearing, speaking, moving, or learning will need encouragement to play. Some children will need a great deal of encouragement and will take a long time to learn to do play activities.

- A child with a disability needs to play more than other children. Play will help the child to develop as other children. Play will also help prevent a child's disability from getting worse.

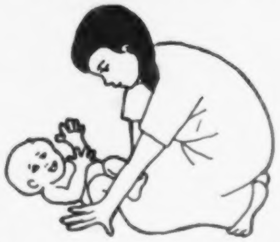
- Some children do not have disabilities but are slow to develop. This could be because they have had a disease or there was a time when they did not get enough food. If you have such a child, play with him or her. It will help the child to develop as other children.

- Most of the activities in this package are to encourage your child to play. Some activities are to encourage your child to take care of himself or herself, to communicate and to move around.

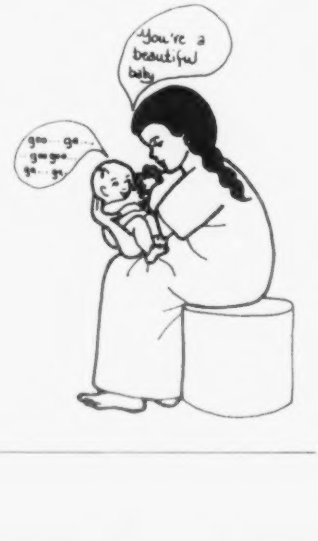


- The child should enjoy playing. When you do these activities with the child, help the child to enjoy doing all the activities. Also, if the child likes doing an activity, he or she will learn the activity more easily.

How to encourage a child to play



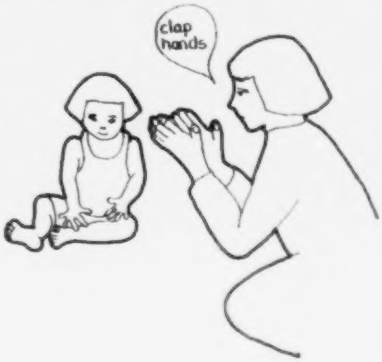
- Watch your child and find out what movements and sounds he or she makes. Encourage the child to repeat these movements and sounds. Let the child know that you are pleased with the movements and sounds.



You can encourage the child by talking and laughing with the child.

You can also encourage the child by patting or hugging him or her.

- When you want to teach the child to do a new activity, show the child what you want him or her to do.

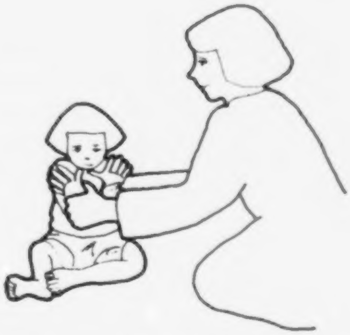


- Talk to the child about what you want him or her to do.

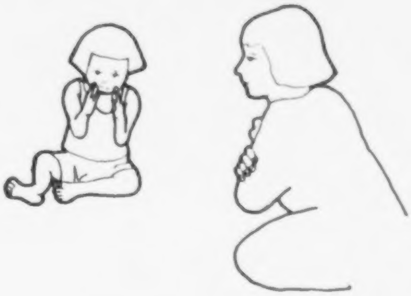
- Watch the child to see if he or she does the activity.

- If the child does not do the activity, or does only part of it, help the child to do the activity.

- Tell the child what you are going to do. Put your hands on the child's hands. Do the activity slowly together with the child.

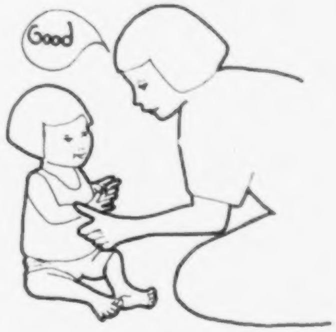


- Repeat the activity many times with the child. Watch the child to see how much he or she can do without help. Let the child do as much as he or she can without help.



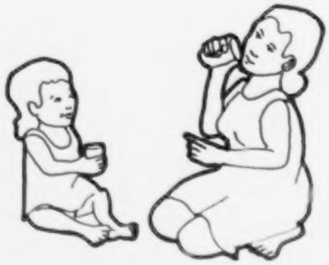
- Repeat the activity with the child many times until he or she can do the activity without help.

- When the child completes the activity with or without your help, show the child that you are pleased.



What to remember

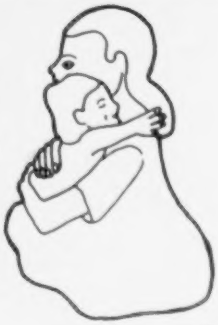
- To encourage a child to do an activity, you first need to find out how the child understands you. The child may understand by listening to your words or by watching the expressions on your face. The child may understand by watching the movements of your hands and body. Or the child may understand by touching you when you are doing something. Or the child may understand and learn by doing an activity with you.



To help the child learn, you need to speak and explain in a way that the child understands.

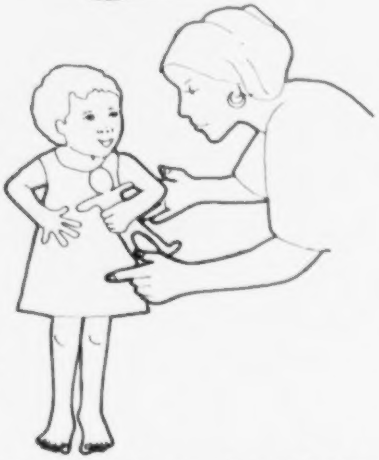
- The child will learn best if you teach only one activity at a time.

- Start with an activity that you think the child will like doing. If the child likes an activity, he or she will learn it more easily.



- As soon as the child learns to do a new activity or does something well, show the child that you are pleased. Let the child know that he or she has done it without help. Then the child will be happy and will continue to try to do well.

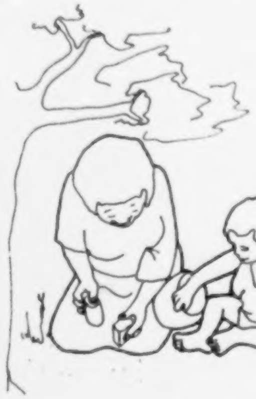
- Also show the child that you are pleased when he or she tries to do an activity. This will encourage the child to try again until he or she can do the activity.



- You can show that you are pleased by the words you use, by the tone of your voice, and by smiling. You can also show this by touching and holding the child close to you, or by spending more time with him or her.

- To show the child that he or she has done well, you can reward the child. Give the child something he or she likes, or let him or her do something special. Showing the child that you are pleased can also be a reward.

- Play with the child as often as possible. Choose certain times of each day to play with him or her.



■ When you play with the child you should have the child's whole attention. You should make sure that he or she is not hungry or wet. If the child is hungry or wet he or she will not listen or learn.

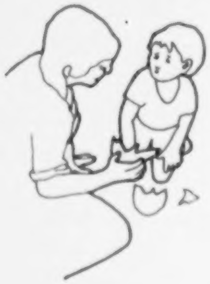
Choose a quiet place where the child will think about playing with you. If there are people and noise where you are playing, he or she will want to look at what is happening. Then the child will not learn.

■ Most children can play alone. Give the child you train as much time to play alone as he or she wants. Give the child objects that he or she likes to play with when the child plays alone.

■ Keep the child interested in what he or she is doing. When the child plays at one thing for a long time, he or she may become tired of it. Then the child will not want to go on playing. Do not force the child to go on playing when he or she is tired.

If the child is tired of one activity, find out what other activity he or she wants to do. Then you can do this other activity with the child.

Or you can let the child play alone for some time and then start playing with the child again.



■ Do not frighten the child with loud words or punishment. A frightened child cannot learn. If the child does something that he or she should not do, speak firmly but gently and explain to the child why it is not a good thing to do.

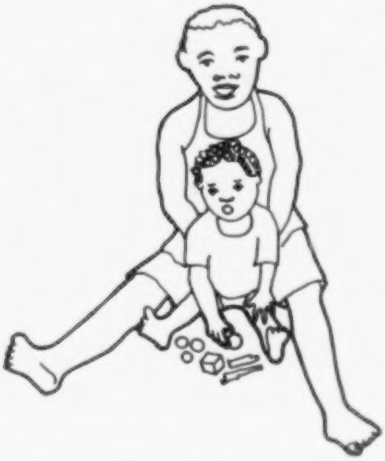
■ Children should also be encouraged to play with other children. Sometimes an older brother or sister can play with the child by doing the activities described in the leaflets.

If a child plays with another child of the same age, these two children may at first sit beside each other, but each will play by himself or herself. Later on, as children grow, they will play more with each other.

■ Encourage the child to play with other children. This will help your child to learn how to behave with other people.

■ After the child has learned to do an activity, he or she needs to continue doing it. The more often the child does an activity, the better he or she will do it. This will also help the child to learn new activities more easily.

- You should ask other family members to do some of the play activities with the child.



- Some children need a very long time to learn to do certain activities. If the child you train is like this, you will need to continue teaching the child for a long time. If the child still does not learn certain activities, it may be because of his or her disability.

If you think that the child cannot learn an activity because of his or her disability, stop trying to teach the child this activity. Speak to your Local Supervisor about it. Instead try teaching the child another activity.

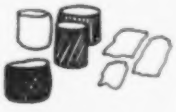
- Your Local Supervisor may give you other Training Packages to help you teach your child how to do other activities.

Things that can be used for toys

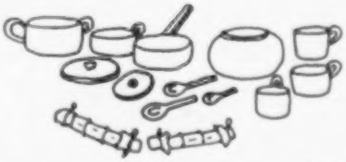
- Many play activities need no special toys. Other play activities need toys. You can make toys with the things that you find around you.

Use many different kinds of objects and materials as toys and for making toys. The child needs to learn to use the things that he or she finds around the home.

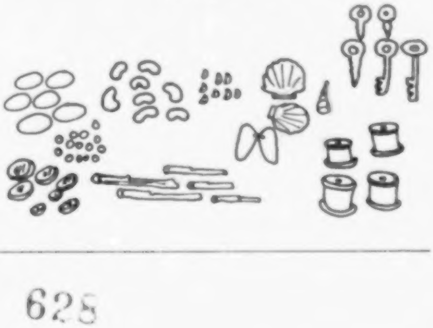
The following objects can be used in play activities.



- Brightly coloured objects, bits of cloth, shiny objects, bells: for baby toys.



- Pots, pans, lids, cups, spoons, rattles: to make sounds. These things must not break easily.



- Pebbles, sticks, shells, seeds, nuts, coins, keys: to teach the child to handle, sort, and count things. Only older children should have small objects for play. Young children may swallow them.

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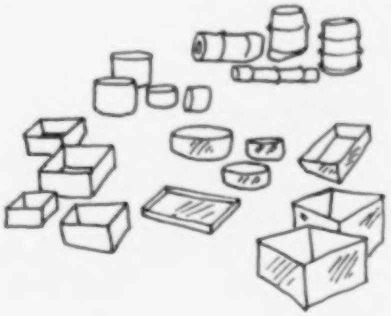
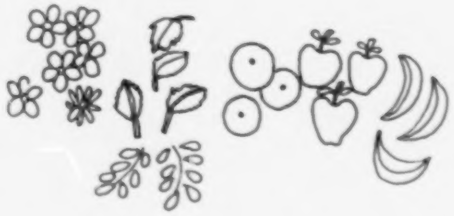
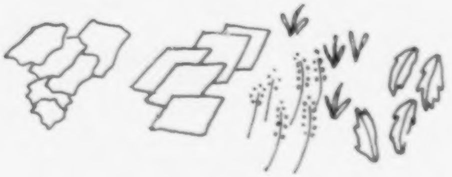
- Pieces of bamboo, boxes, tins of different sizes and shapes: for containers or things to handle.



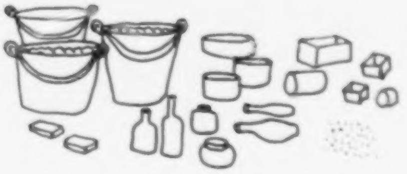
- Flowers, leaves, fruits of different kinds and colours: to teach the child to smell, to see colours, to sort, and to count.



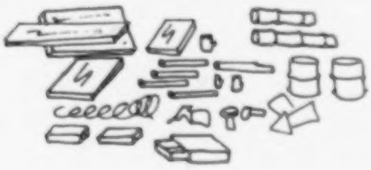
- Bits of cloth of different materials, papers, feathers, grasses: to blow and to sort.



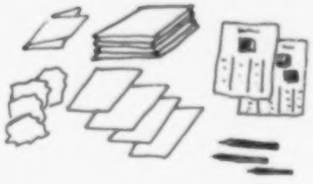
- Buckets, tins, bottles, soap: to play in sand, mud, and water.



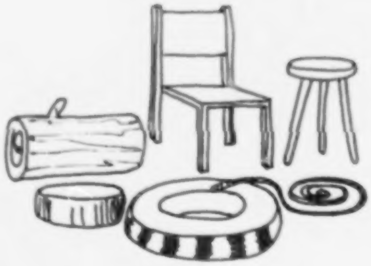
- Sticks, wood, bamboo, boxes, string, hammer, broken or used parts of machines: to use for building and making things.



- Paper, cardboard, newspaper, pencils, books: to use for cutting out pictures and shapes, for making balls, and for drawing and writing.



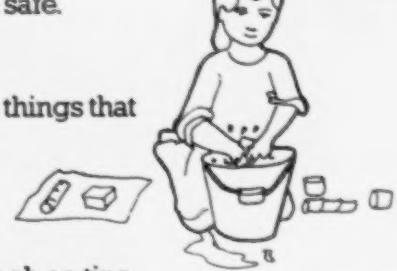
- Stools, chairs, logs, drums, tyres, ropes: to use as large toys for the child to handle and for games with movement.



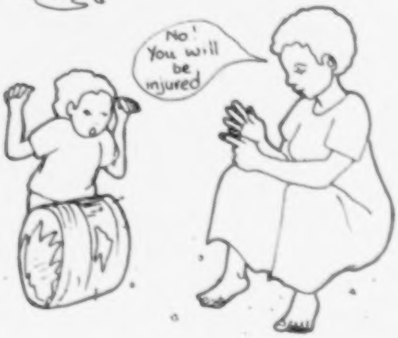
Safety at play

- Make sure the child's toys are safe.

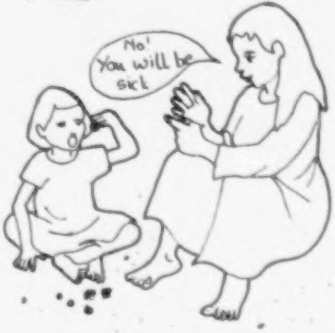
- Keep the toys clean. Wash the things that the child puts in the mouth.



- Objects with sharp edges, such as tins, drums, or knives, are dangerous as toys for very young children. Give them to the child only when he or she is able to understand what can happen when these toys are not played with correctly. Teach the child how to handle objects without hurting himself or herself. If possible, show the child what can happen if the toys are played with in the wrong way.

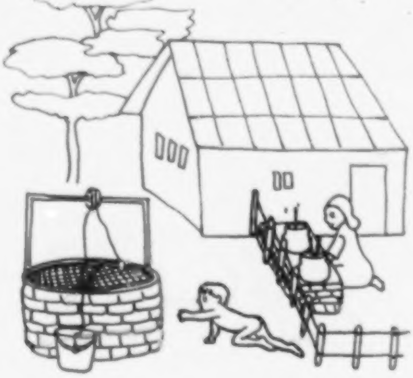

No! You will be injured

- Do not give small objects that can be swallowed to very young children. Give them to the child only when he or she is able to understand what can happen if an object is swallowed. Teach the child the danger of swallowing small objects by explaining what can happen.


No! You will be sick

- Make sure that the place where the child plays is safe. Wells and fireplaces should be guarded by fences or walls.

- Do not let the child play close to traffic or rivers.



Finding out how far a child has developed

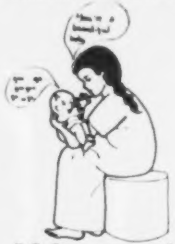
How to use the test charts

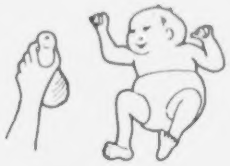
- The picture charts on pages 13 to 20 show eight groups of activities that children do as they grow and develop.

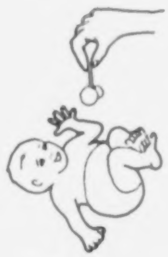
- For example Chart 1 shows some activities done by a child in an early stage of development.

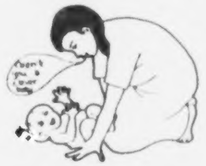
Communication and Behaviour

None	Some	All


Makes sounds when talked to


Turns in response to sounds


Looks at objects

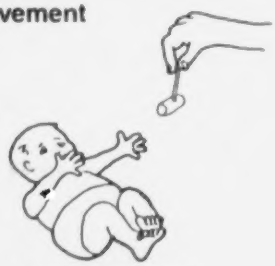

Smiles when talked to

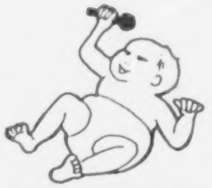
- If the child does none or some of these activities, try the communication and behaviour activities in Leaflet 1.

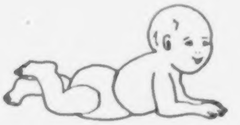
- If the child does "All" of these activities, see if the child can do the communication and behaviour activities in Leaflet 2.

Movement

None	Some	All


Lies on back and reaches arms up


Holds small object briefly

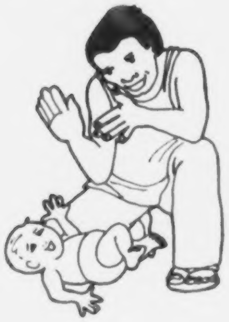

Lies on stomach and holds head up

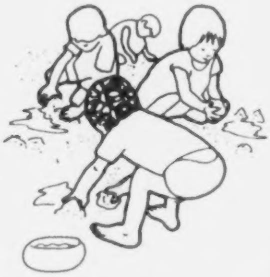
- If the child does none or some of these activities, try the movement activities in Leaflet 1.

- If the child does all of these activities, see if the child can do the movement and self-care activities in Leaflet 2.

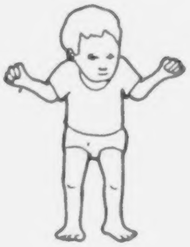
- Each of the eight charts shows activities for communication and behaviour, and activities for movement. Charts 2 to 8 also show activities for self care.

■ Activities for communication help the child learn how to understand you and how to let you know what he or she wants to tell you. Communication includes expressions, movements, sounds, and speech.

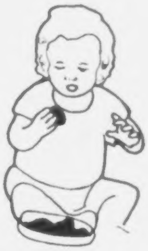




■ Activities for behaviour help the child learn how to behave like other children in your community.



■ Activities for movement help the child learn how to use the hands, sit, stand, walk, and run.



■ Activities for self care help the child learn how to feed, dress, and bathe himself or herself, and to go to the latrine.

■ Each of the charts shows communication, behaviour, movement, and self-care activities that many children do at about the same time.

Some children develop faster in one type of activity than in other types of activities.

For example, some children learn to speak very early. Such children may be slow in learning to walk and to run.

Other children may learn to walk very early. Such children may be slow in learning to speak.

Some children develop slowly in all activities.

■ Look at the pictures in each of the charts on pages 13 to 20. See which pictures show activities that your child can do.

Write in the boxes for "Communication and Behaviour" whether your child does all of the activities in that group; some of the activities in that group; or none of the activities in that group.

Then do the same under "Movement and Self Care."

How to use the leaflets

- This package has eight leaflets, one for each of the eight groups of activities shown on the charts. The leaflets give you examples of how to use play to encourage your child to do the activities on the charts.

The leaflets have activities for communication and behaviour, and activities for movement and self care.

- Use the Charts 1 to 8 to see what activities your child can do. First find the chart where your child does some or none of the activities. Begin training your child with the leaflet which has the same number as that chart.

- Often a child will show the same results for "Communication and Behaviour" as for "Movement and Self Care".

With such a child, you will begin with only one leaflet.

For example, if the child can do all of the activities in Chart 1, but only some of the communication and behaviour activities, and some of the movement and self-care activities in Chart 2, begin by using Leaflet 2.

- Sometimes a child will be able to do better in "Communication and Behaviour" than in "Movement and Self Care." Or the reverse may happen.

Then you will start with one leaflet for communication and behaviour activities and another leaflet for movement and self-care activities.

For example, the child may be able to do only some of the communication and behaviour activities and all of the movement and self-care activities in Chart 2. But only some of the movement and self-care activities in Chart 3. If that happens, use Leaflet 2 for communication and behaviour activities and Leaflet 3 for movement and self-care activities.

- When your child is able to do the communication and behaviour activities in one leaflet, go to the next leaflet for communication and behaviour activities.

Do the same for movement and self-care activities.

- You should continue with the play activities until the child goes to school.

What to do about different kinds of disabilities

■ Most children who have **fits** will be able to do all the activities described in the leaflets.

■ Most children with **difficulty learning** will also be able to follow the activities. However, these children will be slower than others to learn new activities. If so, you may have to continue using the play activities even after other children of the same age have started school.

■ A child who has **difficulty seeing** may not be able to follow the charts and leaflets in the same way as children who can see.

The child who does not see at all will not be able to do some of the activities. For example, the child will not be able to look at or pick up small objects, catch a ball, name colours, and so on.

The child who can see a little may be able to do more of these play activities, but not all of them.

■ The child with **difficulty hearing or speaking** may not be able to repeat sounds made by others, understand questions, talk about what he or she does, and so on.

The child who can hear a little may be able to do more of these play activities, but perhaps not all of them.

■ The child who has **difficulty moving the arms** may not be able to push up on the hands, to play with objects, to drink from a cup, and so on. The child who has **difficulty moving the legs** may not be able to walk, to go up and down steps, to run and so on.

■ Some children have **more than one difficulty.** For example, a child may have difficulty with both moving and seeing. This child may be able to do only some of the activities in the leaflets. The child may be able to do some activities in several leaflets, but may not be able to do all of the activities in any leaflet.

■ You and your Local Supervisor should discuss which play activities your child may be able to do. Then, you can decide which parts of the leaflets your child will use.

■ In order to go on with the activities you will, in each chart, write the answer "All" when the child is doing all the activities which he or she **can possibly do.** When your child is able to do all activities in one chart, you can go on to the next chart and leaflet.

Play Activities — Chart 1

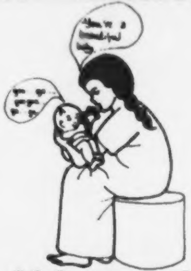
■ Look at the two groups of pictures. See if the child does the activities in each group.

■ Mark one of the boxes next to "Communication and Behaviour." Mark "None" if your child does none of the activities. Mark "Some" if your child does one or more activities, but does not do all the activities. Mark "All" if your child does all the activities in the pictures.

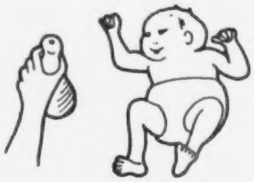
■ Then do the same for "Movement."

Communication and Behaviour

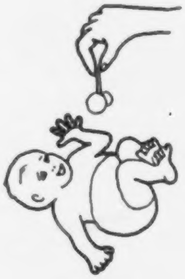
None	Some	All



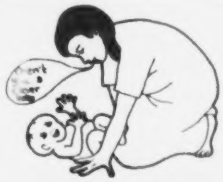
Makes sounds when talked to



Turns in response to sounds



Looks at objects



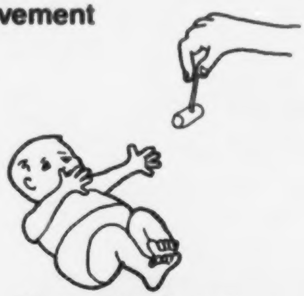
Smiles when talked to

■ If the child does none or some of these activities, try the communication and behaviour activities in Leaflet 1.

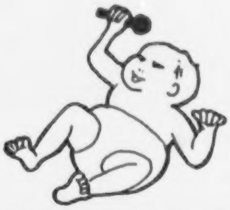
■ If the child does all of these activities, see if the child can do the communication and behaviour activities in Chart 2.

Movement

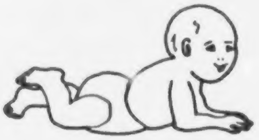
None	Some	All



Lies on back and reaches arms up



Holds small object briefly



Lies on stomach and holds head up

■ If the child does none or some of these activities, try the movement activities in Leaflet 1.

■ If the child does all of these activities, see if the child can do the movement and self-care activities in Chart 2.

Play Activities — Chart 2

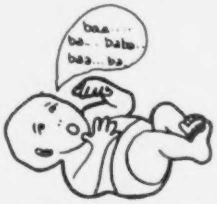
- Look at the two groups of pictures. See if the child does the activities in each group.

- Mark one of the boxes next to "Communication and Behaviour". Mark "None" if your child does none of the activities. Mark "Some" if your child does one or more activities, but does not do all the activities. Mark "All" if your child does all the activities in the pictures.

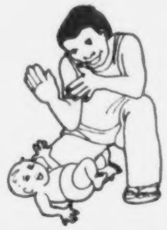
- Then do the same for "Movement and Self Care."

Communication and Behaviour

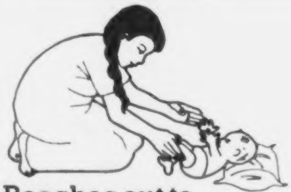
None	Some	All


baa...
ba... baba...
baa... ba...

Makes specific sounds



Laughs at a person's actions



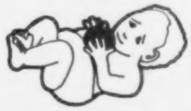
Reaches out to be picked up

- If the child does none or some of these activities, try the communication and behaviour activities in Leaflet 2.

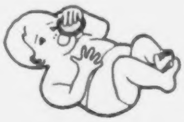
- If the child does all of these activities, see if the child can do the communication and behaviour activities in Chart 3.

Movement and Self Care

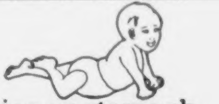
None	Some	All



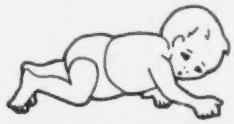
Plays with objects using both hands



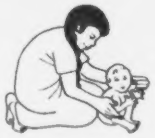
Takes objects to the mouth



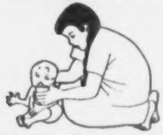
Lies on stomach. Pushes up on hands



Rolls from stomach to back



Sits briefly



Drinks from cup held by another

- If the child does none or some of these actitivities, try the movement and self-care activities in Leaflet 2.

- If the child does all of these activities, see if the child can do the movement and self-care activities in Chart 3.

Play Activities — Chart 3

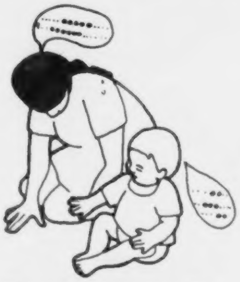
- Look at the two groups of pictures. See if the child does the activities in each group.

- Mark one of the boxes next to "Communication and Behaviour". Mark "None" if your child does none of the activities. Mark "Some" if your child does one or more activities, but does not do all the activities. Mark "All" if your child does all the activities in the pictures.

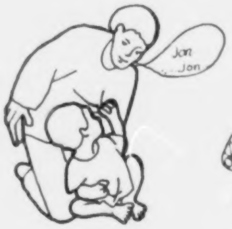
- Then do the same for "Movement and Self Care."

Communication and Behaviour

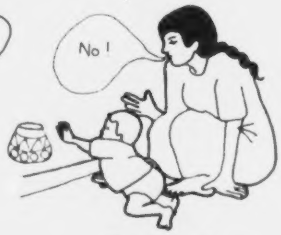
None	Some	All



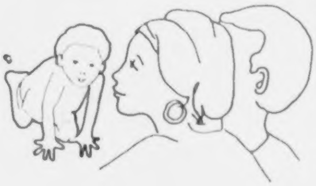
Repeats sounds made by others



Responds to name



Stops when hears "No"



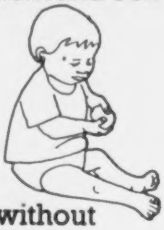
Recognizes family members

- If the child does none or some of these activities, try the communication and behaviour activities in Leaflet 3.

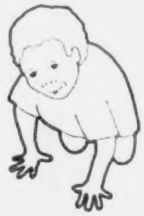
- If the child does all of these activities, see if the child can do the communication and behaviour activities in Chart 4.

Movement and Self Care

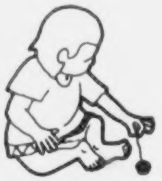
None	Some	All



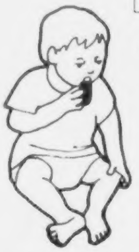
Sits without falling



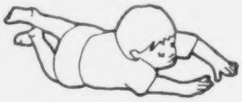
Crawls



Picks up small objects



Feeds himself or herself biscuit



Rolls from back to stomach

- If the child does none or some of these activities, try the movement and self-care activities in Leaflet 3.

- If the child does all of these activities, see if the child can do the movement and self-care activities in Chart 4.

Play Activities — Chart 4

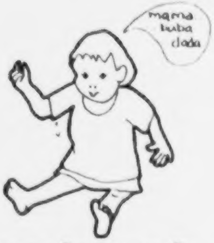
■ Look at the two groups of pictures. See if the child does the activities in each group.

■ Mark one of the boxes next to "Communication and Behaviour". Mark "None" if your child does none of the activities. Mark "Some" if your child does one or more activities, but does not do all the activities. Mark "All" if your child does all the activities in the pictures.

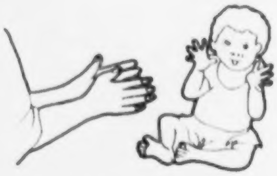
■ Then do the same for "Movement and Self Care."

Communication and Behaviour

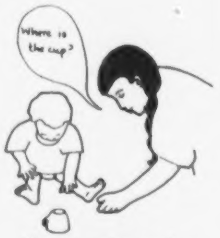
None	Some	All



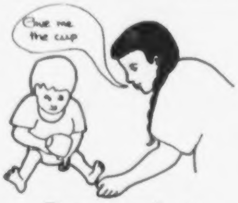
Says a few words



Repeats gestures of other people


Where is the cup?

Understands simple questions



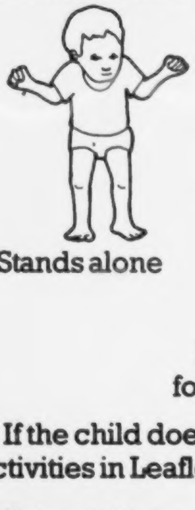
Responds to simple commands

■ If the child does none or some of these activities, try the communication and behaviour activities in Leaflet 4.

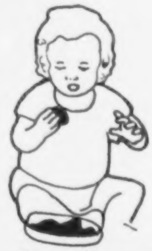
■ If the child does all of these activities, see if the child can do the communication and behaviour activities in Chart 5.

Movement and Self Care

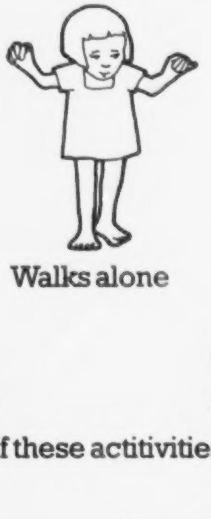
None	Some	All



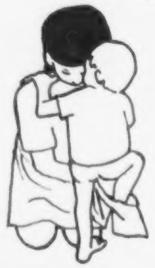
Stands alone



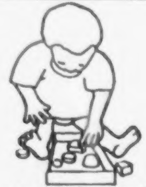
Feeds self most foods without help



Walks alone



Holds out arm or leg for dressing



Puts objects into box and takes them out

■ If the child does none or some of these actitivities, try the movement and self-care activities in Leaflet 4.

■ If the child does all of these activities, see if the child can do the movement and self-care activities in Chart 5.

Play Activities — Chart 5

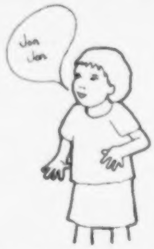
- Look at the two groups of pictures. See if the child does the activities in each group.

- Mark one of the boxes next to "Communication and Behaviour". Mark "None" if your child does none of the activities. Mark "Some" if your child does one or more activities, but does not do all the activities. Mark "All" if your child does all the activities in the pictures.

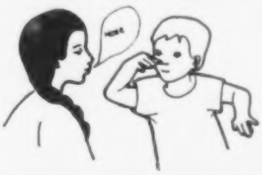
- Then do the same for "Movement and Self Care."

Communication and Behaviour

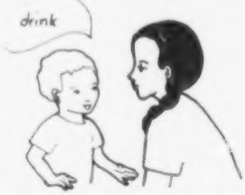
None	Some	All



Calls himself or herself by name



Points to body parts when asked



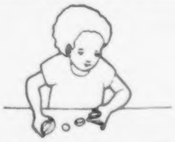
Asks for things

- If the child does none or some of these activities, try the communication and behaviour activities in Leaflet 5.

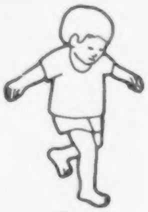
- If the child does all of these activities, see if the child can do the communication and behaviour activities in Chart 6.

Movement and Self Care

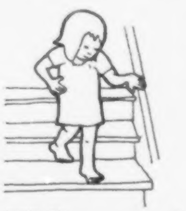
None	Some	All



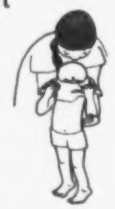
Puts things together and takes them apart



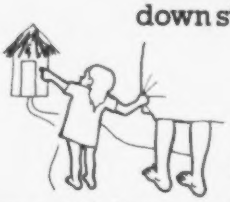
Runs



Walks up and down steps



Helps with undressing



Knows when to use latrine

- If the child does none or some of these actitivities, try the movement and self-care activities in Leaflet 5.

- If the child does all of these activities, see if the child can do the movement and self-care activities in Chart 6.

Play Activities — Chart 6

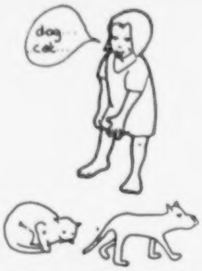
- Look at the two groups of pictures. See if the child does the activities in each group.

- Mark one of the boxes next to "Communication and Behaviour". Mark "None" if your child does none of the activities. Mark "Some" if your child does one or more activities, but does not do all the activities. Mark "All" if your child does all the activities in the pictures.

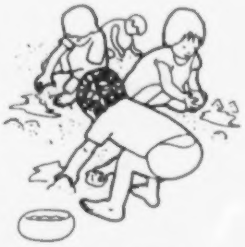
- Then do the same for "Movement and Self Care."

Communication and Behaviour

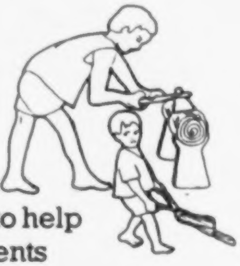
None	Some	All



Names things that are familiar



Plays with other children



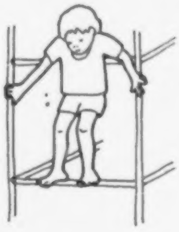
Tries to help parents

- If the child does none or some of these activities, try the communication and behaviour activities in Leaflet 6.

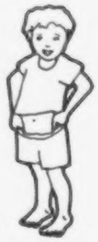
- If the child does all of these activities, see if the child can do the communication and behaviour activities in Chart 7.

Movement and Self Care

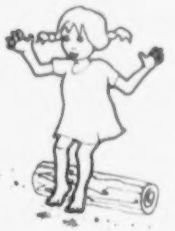
None	Some	All



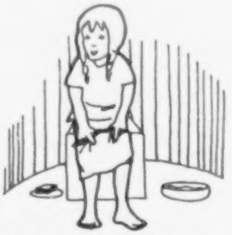
Likes to climb



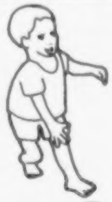
Undresses without help



Jumps



Uses the latrine without help



Kicks ball ⚽

- If the child does none or some of these actitivities, try the movement and self-care activities in Leaflet 6.

- If the child does all of these activities, see if the child can do the movement and self-care activities in Chart 7.

Play Activities — Chart 7

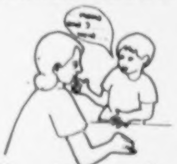
■ Look at the two groups of pictures. See if the child does the activities in each group.

■ Mark one of the boxes next to "Communication and Behaviour". Mark "None" if your child does none of the activities. Mark "Some" if your child does one or more activities, but does not do all the activities. Mark "All" if your child does all the activities in the pictures.

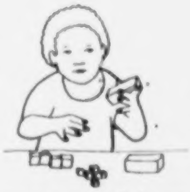
■ Then do the same for "Movement and Self Care."

Communication and Behaviour

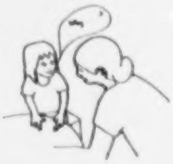
None	Some	All



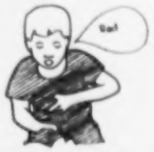
Talks about what he or she does



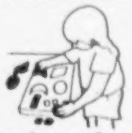
Arranges objects according to size



Asks questions



Names colours



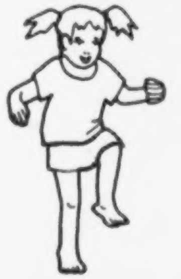
Matches shapes

■ If the child does none or some of these activities, try the communication and behaviour activities in Leaflet 7.

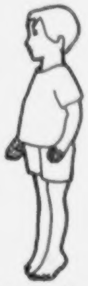
■ If the child does all of these activities, see if the child can do the communication and behaviour activities in Chart 8.

Movement and Self Care

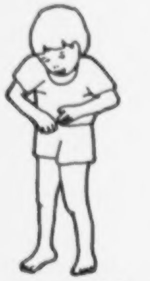
None	Some	All



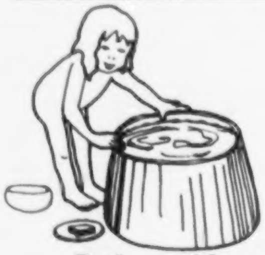
Hops on one foot



Walks on tip-toe



Dresses without help



Bathes without help

■ If the child does none or some of these activities, try the movement and self-care activities in Leaflet 7.

■ If the child does all of these activities, see if the child can do the movement and self-care activities in Chart 8.

Play Activities — Chart 8

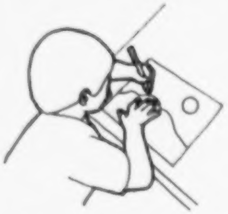
- Look at the two groups of pictures. See if the child does the activities in each group.

- Mark one of the boxes next to "Communication and Behaviour." Mark "None" if your child does none of the activities. Mark "Some" if your child does one or more activities, but does not do all the activities. Mark "All" if your child does all the activities in the pictures.

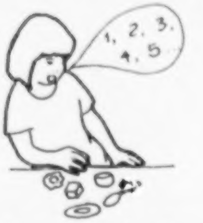
- Then do the same for "Movement and Self Care."

Communication and Behaviour

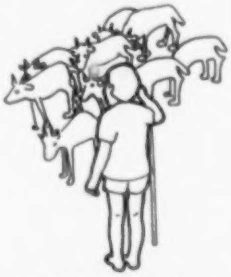
None	Some	All



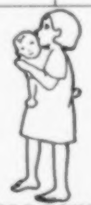
Draws pictures



Counts objects



Helps family members with their work



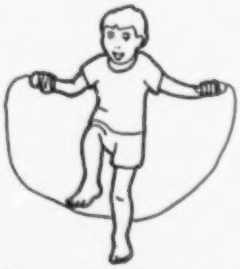
Takes care of younger children

- If the child does none or some of these activities, try the communication and behaviour activities in Leaflet 8.

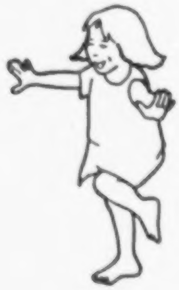
- If the child does all of these activities, you do not have to use any of the leaflets for communication and behaviour activities.

Movement and Self Care

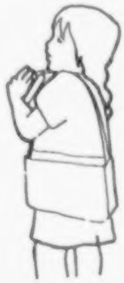
None	Some	All



Plays games with movement



Skips



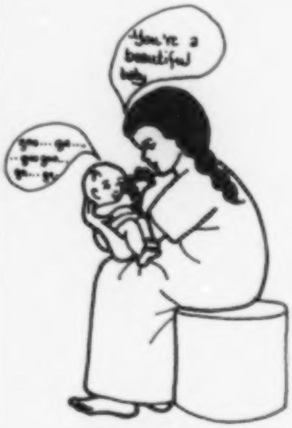
Goes to school

- If the child does none or some of these activities, try the movement activities in Leaflet 8.

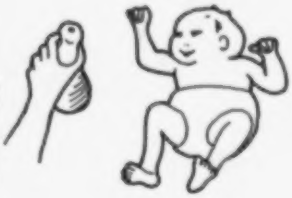
- If the child does all of these activities, you do not have to use any of the leaflets for movement and self-care activities.

Play Activities — Leaflet 1

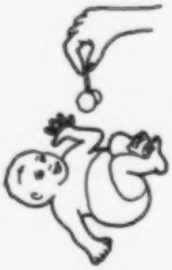
Communication and Behaviour


You're a beautiful baby

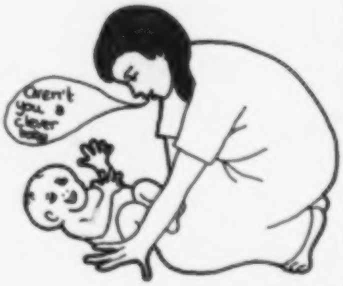
Makes sounds when talked to



Turns in response to sounds

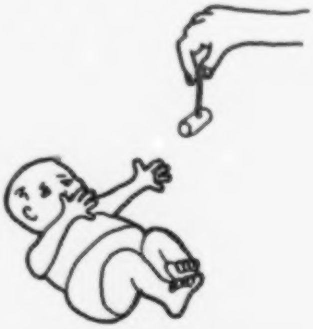


Looks at objects

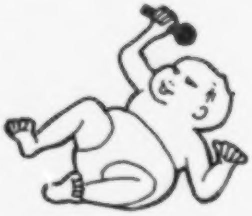

Aren't you a clever baby

Smiles when talked to

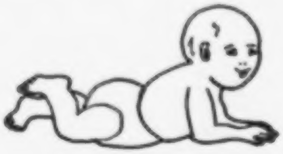
Movement



Lies on back and reaches arms up



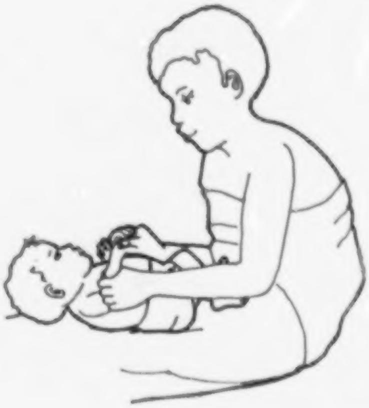
Holds small object briefly



Lies on stomach and holds head up

Communication and behaviour

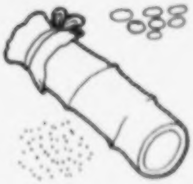
■ Sing and talk to the child. Use the child's name and call to him or her. The child will listen to the sound of your voice and make sounds of his or her own.



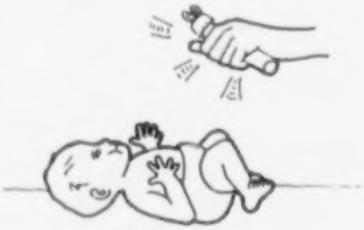
Even if the child does not respond to you, continue singing and talking to the child. This will help to get a response from him or her.

■ Hold the child in front of you so the child can see your face. Talk to the child and look at the child's eyes. Smile at the child. This will encourage the child to look at you and to smile.

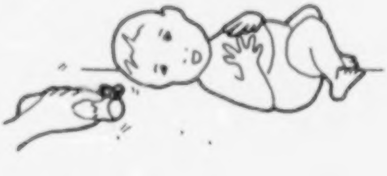
■ Let the child know that you are pleased when he or she looks at you, smiles, or makes sounds. Do this by talking to the child and playing with his or her hands or feet.



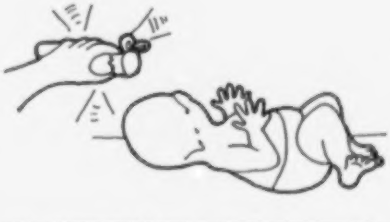
■ Make a rattle by putting a few pebbles into a tin or bamboo. The rattle will make sounds when you shake it.



Shake the rattle in front of the child. Get the child's attention so that he or she will listen, look, and turn to where the sound comes from. The child can also respond by making sounds of his or her own.

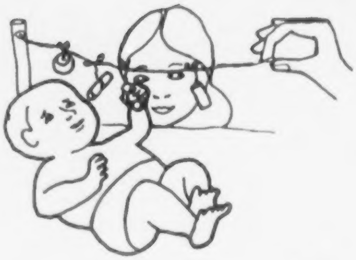


Shake the rattle on each side of the child. The child should turn and look for the rattle.

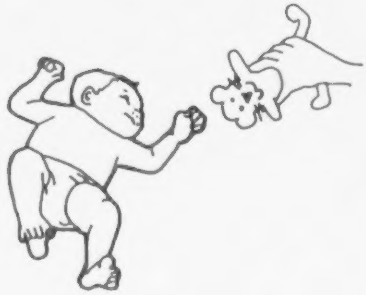


Make rattles that have different sounds. Put sand into one rattle, large pebbles into another and seeds and nuts into another. Then the child can hear different sounds when you shake each rattle.

■ Make toys using brightly coloured objects which make a sound when they move. Hang these near the child so that he or she can hear and see them. Blow at them to make them move.



■ Hold a brightly coloured object in front of the child.



When the child is looking at the object, move the object to one side. The child's eyes should follow the object.

Do this with different objects so your child has different things to look at.

■ Look at the child and talk or sing as often as possible. The child should look at you. Sometimes the child will smile or make sounds when you are talking or singing.

When the child smiles or makes sounds, talk to him or her. This will encourage the child to smile and make more sounds.

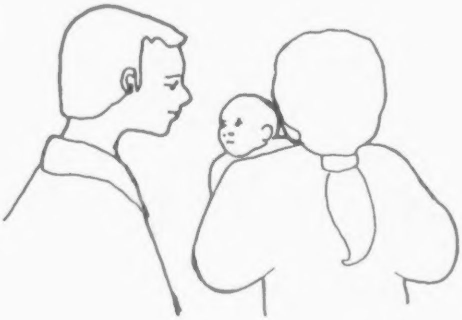
Results

■ If your child does these activities, try the communication and behaviour activities in the next leaflet of this package.

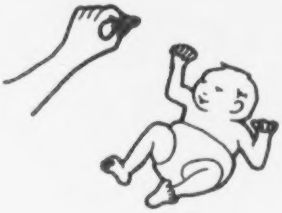
If your child does not do these activities, he or she may have difficulty with seeing or hearing. Talk with your Local Supervisor about it.

Movement

■ Carry the child on your arm with his or her head up as often as possible.



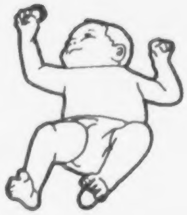
Encourage the child to hold his or her head up and to look around. Ask a family member to talk to the child or to hold objects up for the child to see.



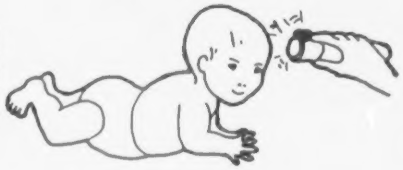
- Hold a coloured object or rattle in front of the child. The child should reach towards the object.

If the child cannot take the object, put it in his or her hand.

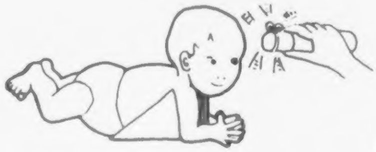
At first the child may hold the object briefly and then drop it. Put the object in the child's hand again.



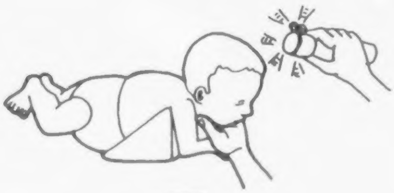
- Play with the child several times each day. Talk to the child and put objects in his or her hand.



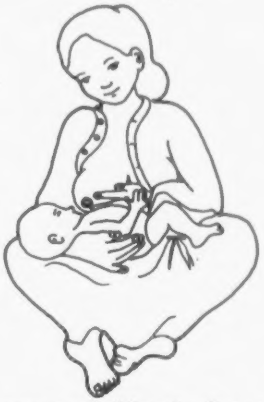
- Lay the child on his or her stomach. The child should raise the head to look for you. Hold brightly coloured objects for the child to look at. Shake rattles to encourage the child to look up.



If your child does not raise the head, put a cushion under the child's chest. Then talk to the child or make sounds.



If your child does not raise the head, put your hand under the chin and raise the head. Talk to the child and see if the child can hold the head up.



- Your child is not able to take care of himself or herself. You may be feeding the child. If he or she cannot eat food, you may be breast-feeding him or her. Talk or sing to your child while feeding him or her.

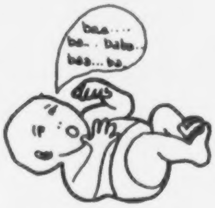
Results

- If your child can do these activities, try the movement and self-care activities in the next leaflet of this package.

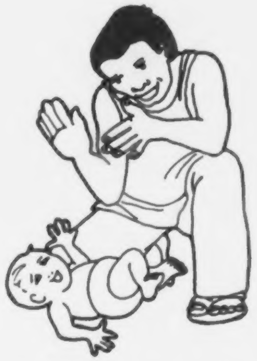
If your child does not do these activities, he or she may have difficulty moving. Continue to try the activities. Talk with your Local Supervisor.

Play Activities — Leaflet 2

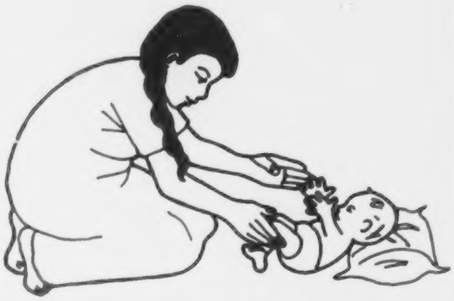
Communication and Behaviour


baa.... ba.. baba.. baa... ba.

Makes specific sounds

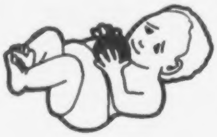


Laughs at a person's actions

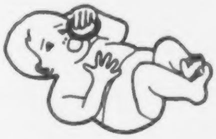


Reaches out to be picked up

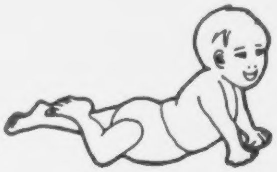
Movement and Self Care



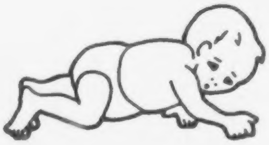
Plays with objects using both hands



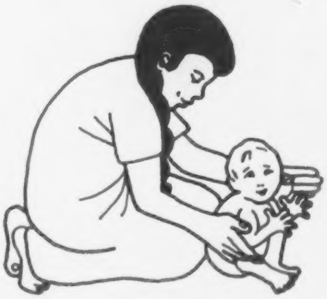
Takes objects to the mouth



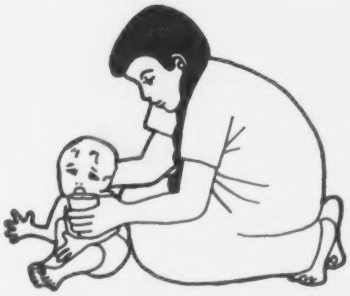
Lies on stomach. Pushes up on hands



Rolls from stomach to back

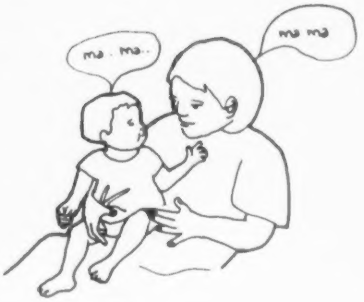


Sits briefly



Drinks from cup held by another

Communication and behaviour

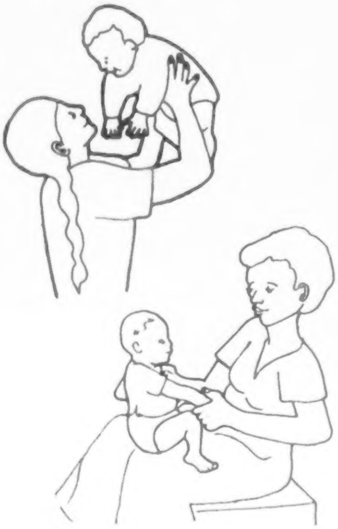


- Hold the child on your lap.

Sing to the child. Rock and move the child about to the rhythm of your song.

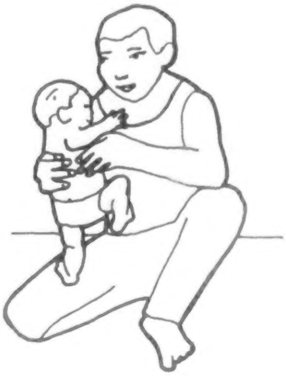
- Your child may make some sounds, such as "ba ba" or "ma ma".

When your child makes these sounds you can also make the sounds. Then your child will know that you like to hear the sounds and he or she will repeat them.



- You can make your child laugh by making sounds and movements with your face and hands.

You can also move the child's arms and legs back and forth. Or move the child up and down on your knees. These movements will make the child laugh.



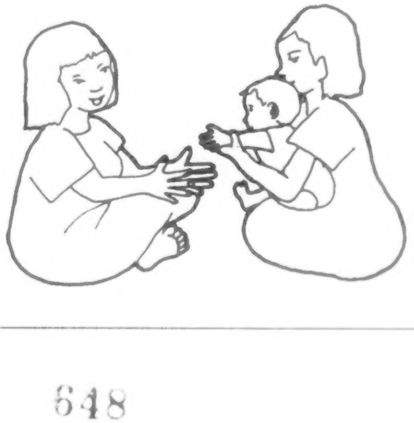
- Make sure that the other family members spend time with the child. Show them how to play with the child and to make the child laugh. Ask them to give the child love and security.

- Encourage the child to make sounds and to laugh by talking and making sounds to the child as often as possible.

- Hold your arms out to the child and ask the child if he or she likes to come to you. Encourage the child to hold his or her arms out to you.

If the child does not hold his or her arms out, tell another family member to stand behind the child. When you hold your arms out to the child, the family member can hold the child's arms out to you.

Then take the child in your arms and talk to him or her to let the child know that you are pleased.



Results

- If your child does all of these activities, try the communication and behaviour activities in the next leaflet of this package.

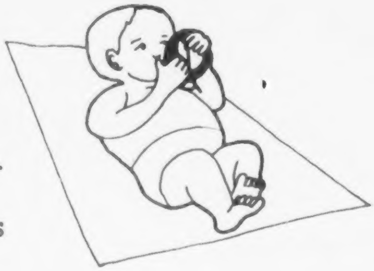
If your child does not do these activities, he or she may have difficulty with hearing or seeing or learning. Continue to do the activities. A child who has difficulty hearing or seeing needs more attention than a child who hears and sees well. Talk with your Local Supervisor.

Movement and self care

- Lay your child on his or her back.

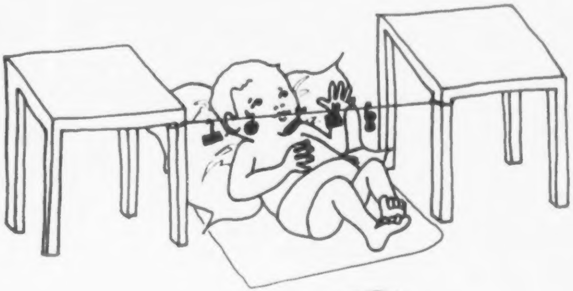
Hold a toy out to the child and let him or her take it from you.

The child may put both hands on the toy. If he or she does not, help him or her to put both hands on the toy.



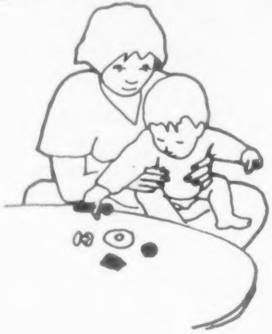
The child may also put the toy in the mouth. If he or she does not, you can help the child to do this. In this way, the child feels the toy with the hands, the mouth, and the tongue.

When you are not playing with the child give the child some objects for play. You can put up brightly coloured objects for the child to look at and to touch.



- Let your child sit and play with toys. Let him or her pick up different objects.

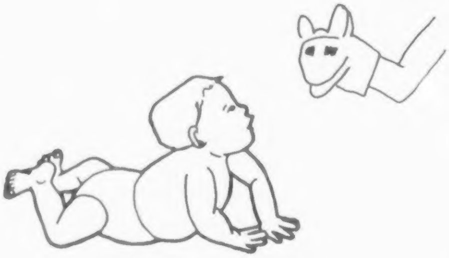
The child will try to put the toys in the mouth, shake them, bang them on the floor, and throw them around. Let the child do this. He or she is finding out about the toys and about the world around him or her.



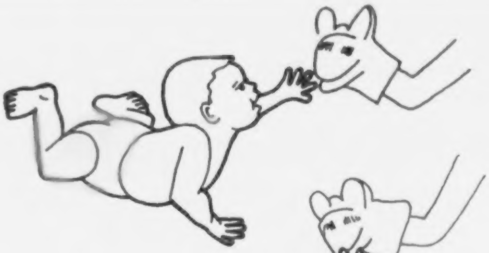
- Lay your child on his or her stomach.

Talk to the child. Hold a brightly coloured object in front of the child. Shake a rattle or clap your hands in front of the child.

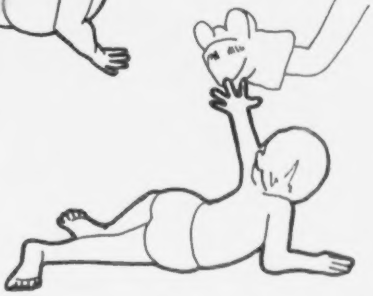
Get the child to look at you or the object. Then get the child to push up on his or her hands.



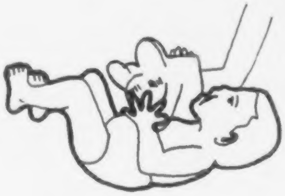
■ When the child is lying on the stomach, hold a toy in front of the child. Get the child's attention and tell the child to touch the toy.



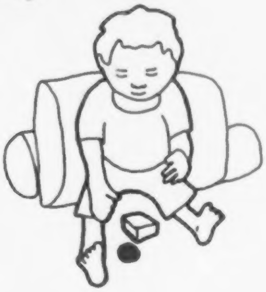
As the child reaches for the toy, move it in such a way that he or she will try to turn and get it. In this way you will make the child roll over.

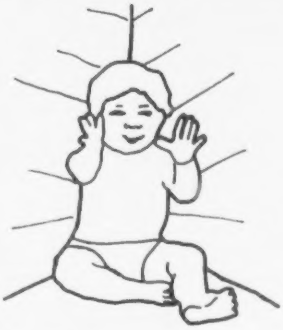


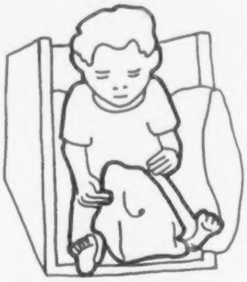
When the child rolls over, give him or her the toy. Speak to him or her in a voice that will tell the child that you are pleased. Then the child will repeat what he or she did to please you.



■ Support your child in sitting. You can use pillows to support the child or support him or her against a wall or in a box. Place a pillow between the childs legs to keep them apart if necessary.





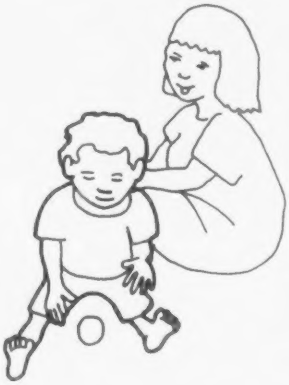


Let the child play while he or she sits in this position.

■ Then let your child sit without support.

At first he or she will sit briefly, then fall.

You can sit close to your child, or you can put pillows near him or her. This will protect the child when he or she falls.



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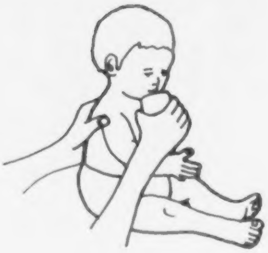
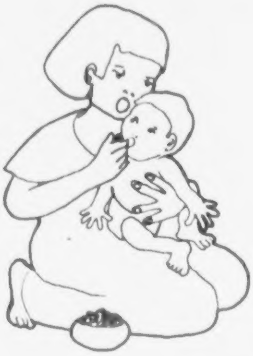


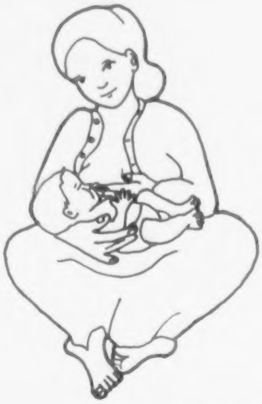
■ When your child is able to do the activities in this part of the training package, he or she may be able to drink from a cup.

Support the child in sitting. Hold the cup so the child does not drop it or spill it. The child can help to hold the cup.



■ You can give your child different kinds of food to eat and drink. You can give cow's milk and porridge made from rice or wheat. You can also give mashed fruits and vegetables or other food that is given to children of the same age.

Give each kind of food separately so that the child learns the taste and smell of different kinds of food.



■ If your child is still young, he or she should continue to breast-feed. This is necessary to give the child all the food he or she needs.

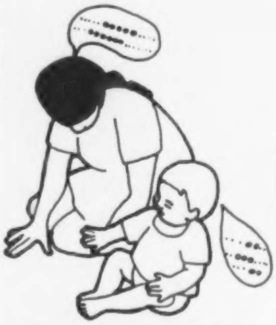
Results

If your child does all of these activities, try the movement and self-care activities in the next leaflet of this package.

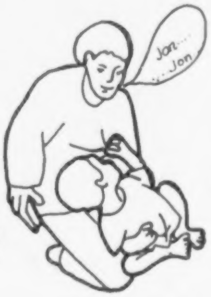
If your child does not do these activities, he or she may have difficulty moving. Continue to try the activities. Talk with your Local Supervisor.

Play Activities — Leaflet 3

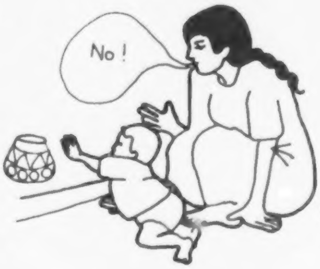
Communication and Behaviour



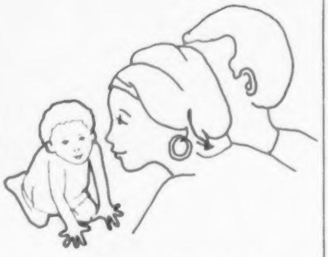
Repeats sounds made by others



Responds to name

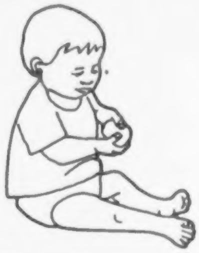


Stops when hears "No"

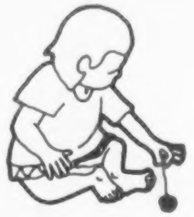


Recognizes family members

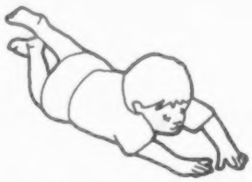
Movement and Self Care



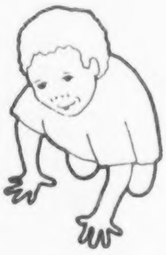
Sits without falling



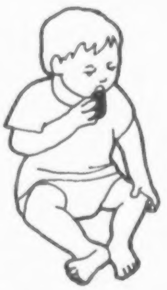
Picks up small objects



Rolls from back to stomach



Crawls



Feeds himself or herself biscuit

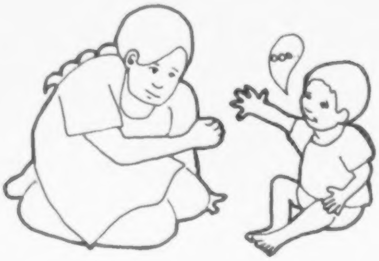
Communication and behaviour

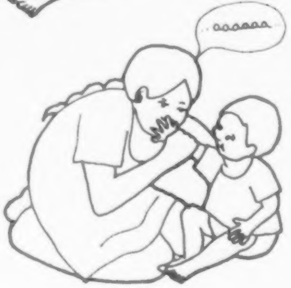
- Sit in front of your child.

- Talk to the child and listen to the sounds he or she makes.

Repeat sounds that the child makes, such as "ooo", "aaa", or "eee".

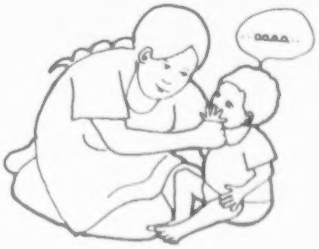
Encourage the child to look at you as you make the sounds. Then the child can see the movement of your lips. Let the child repeat the sounds. Show him or her that you are pleased. You can do this by hugging the child, or by talking and laughing with the child.





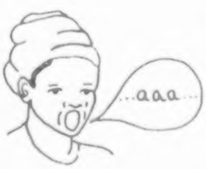
- If your child does not make sounds, you can try to teach him or her how to make some sounds.

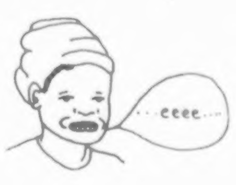
Get your child to look at you. Then make different shapes with your lips as you make sounds. For example, open your lips wide as you make the sound "aaa".



Teach the child to do the same. Place the child's hands on your lips and let him or her feel the way your lips move. Then place the child's hands on his or her lips. Help the child to make the shape with the lips as he or she makes the sound. Then let the child try to make the sound.

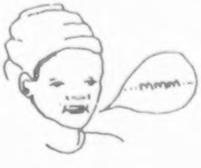
Make the following shapes and sounds with your lips. Then let the child try to make these sounds.





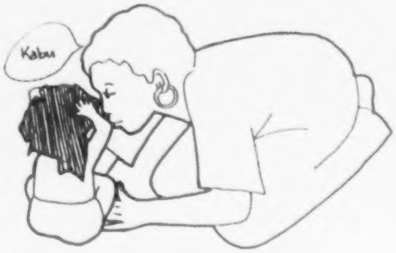
— Open the lips wide like in yawning and say "aaa".

— Make the lips wide sideways and say "eee".



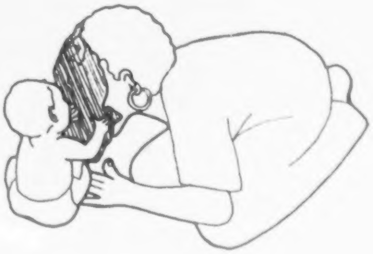
— Press the lips together and say "mmm".

■ Sit in front of the child. Put a cloth over your head. Pull it off and laugh at the child. Encourage the child to pull the cloth. Then laugh with the child.

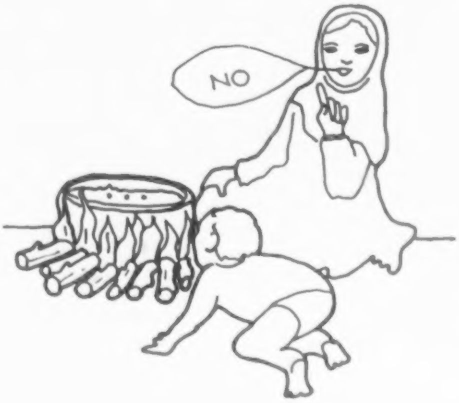


Point to the child and say the child's name. Take the child's hand and point it at the child and say his or her name.

Put a cloth over the child's head. Say the child's name pulling the cloth down so the child will look at you. Repeat this until the child will pull the cloth down when you say his or her name. Laugh with the child when he or she pulls the cloth down.

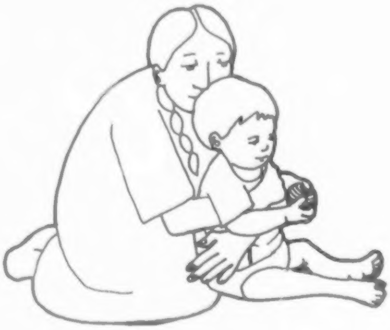


■ When your child touches an object that he or she must not touch, say "No" very firmly.



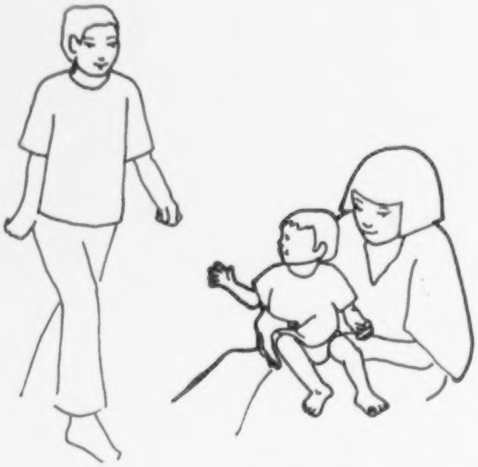
The next time you see the child going near the object or trying to touch it, again say "No" to the child. Teach the child to repeat "No" after you. Move the child away from the object.

Do not give the child a lot of attention when he or she starts to do something you do not want the child to do. Say "No" and move the child away from what he or she is doing.



Later when the child does something you like him or her to do, show the child that you are pleased.

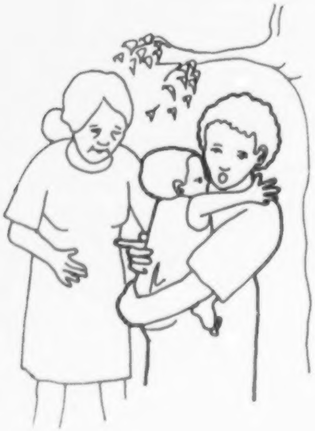
■ Your child will learn to recognize family members. When the child sees a family member, or someone he or she knows well, the child will be happy.



If the child does not recognize family members, tell the child who the person is. Ask the person to play with the child.

When the child sees someone he or she does not know, the child may be sad or afraid.

Tell the child about the person. Ask the person to talk to the child without making him or her more afraid.



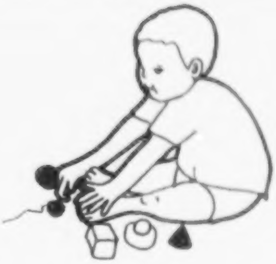
Results

■ If your child does these activities, try the communication and behaviour activities in the next leaflet of this package.

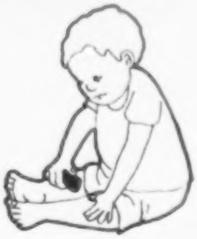
If your child does not do these activities, he or she may have difficulty hearing or seeing or learning. Continue to try these activities. Talk with your Local Supervisor.

Movement and self care

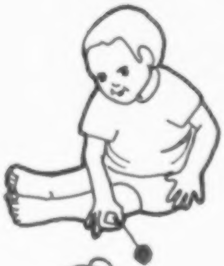
■ When your child can sit alone, give him or her objects to play with while sitting. Put some objects in front of the child and some objects beside the child. This will encourage the child to move and turn in the sitting position.



■ Your child will like to play with objects of different sizes. Give the child objects which he or she can pick up with all the fingers.

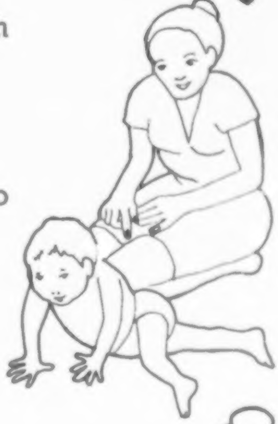


Also give the child objects which he or she can pick up with the finger and thumb. The child should not have small objects which he or she could swallow.

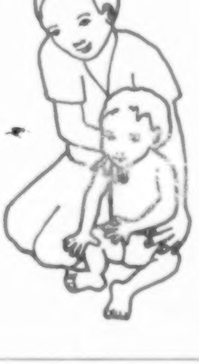


■ When your child is able to sit, he or she may try to push from lying on the stomach to sitting.

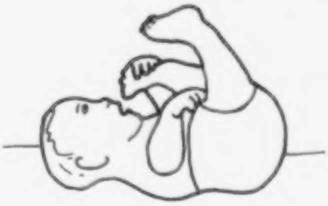
Children try this many, many times before they are able to get into the sitting position without help.



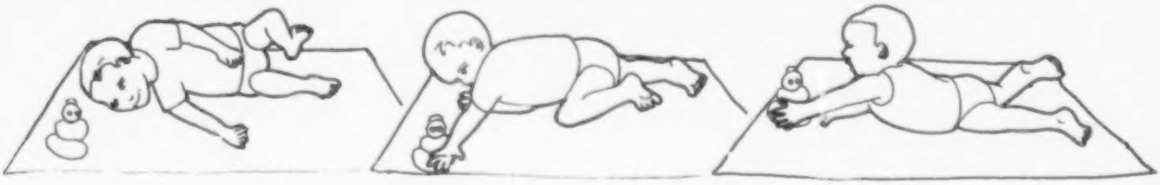
Encourage your child to do this when he or she lies on the stomach and pushes up on the arms. You can help the child to bend and turn the hips and then push backwards with the arms.



■ When your child is lying on the back, he or she may play with the feet and toes. If the child does not do this, help him or her to bring the feet up to the hands. The child may put the toes in the mouth and play with the feet.

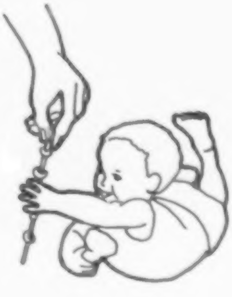


■ Your child may roll from the back to the stomach. At first he or she may do this by turning to reach for an object.



■ When your child is able to roll from back to stomach, he or she will do this because it is easier for him or her to move on the stomach.

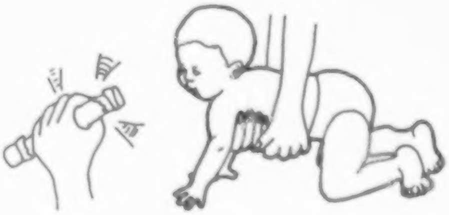
At first the child may move forward or backward with the stomach on the ground.



When your child is on the stomach, move a noisy toy in front of him or her. Let the child touch the toy.

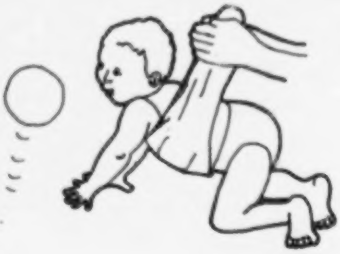
Then move the toy away. Ask the child to come and get the toy.

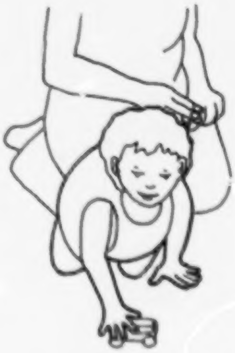
■ After the child learns to move on the stomach, he or she may try to move on the hands and knees. You can help the child learn to do this. Put your hands under the child's stomach and lift him or her up until the child is on the hands and knees. Then help the child to move and get the toy.



■ If the child cannot move without help, you can also support the child with a band of cloth around the waist. Use the band of cloth to lift the child on to the hands and knees.

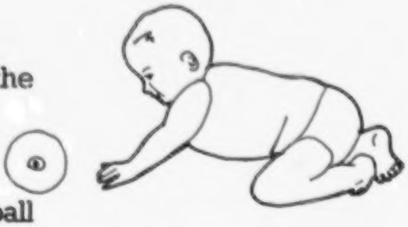
If the child does not move the arms and legs, teach him or her to do so by moving the child's arms and legs forward yourself.



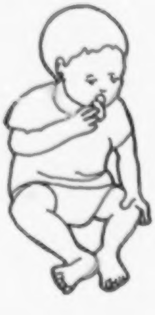


■ When your child can move without help, give him or her toys to push around on the ground.

■ You can make a ball out of cloth. Let the child push the ball and crawl after it.



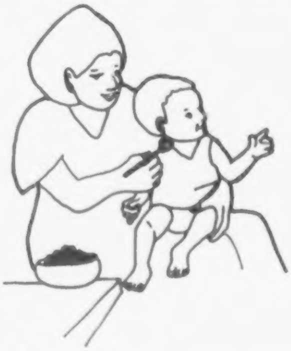
Sometimes you can play with the child by pushing the ball back after he or she pushes it away.

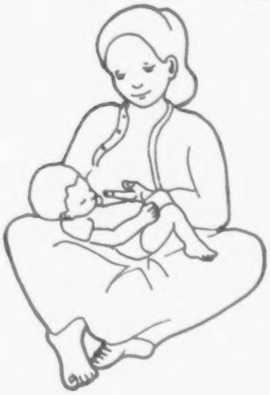


■ When your child can sit and use the hands to play with objects, he or she will start to eat without help.

At first the child will feed himself or herself food that is easy to hold, like a biscuit.

■ The child will continue to need help to eat other foods, such as porridge or mashed foods.





■ If your child is young, continue to breast-feed him or her. The child should also eat other food.

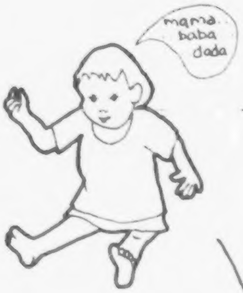
Results

■ If your child can do these activities, try the movement and self-care activities in the next leaflet of this package.

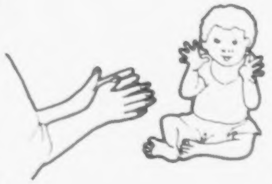
If your child does not do these activities, he or she may have difficulty moving. Continue to try the activities. Talk with your Local Supervisor.

Play Activities — Leaflet 4

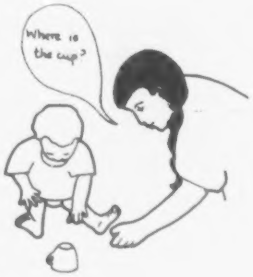
Communication and Behaviour


mama..
baba
dada

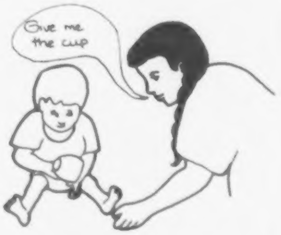
Says a few words



Repeats gestures of other people

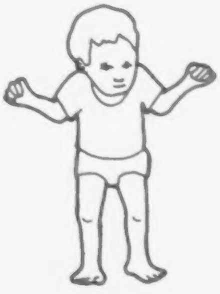

Where is the cup?

Understands simple questions

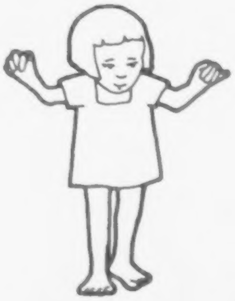

Give me the cup

Responds to simple commands

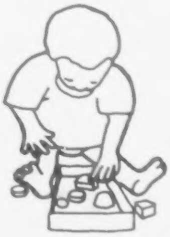
Movement and Self Care



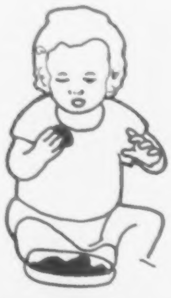
Stands alone



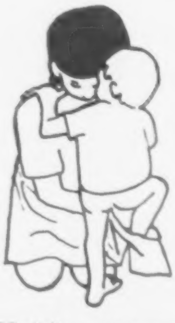
Walks alone



Puts objects into box and takes them out

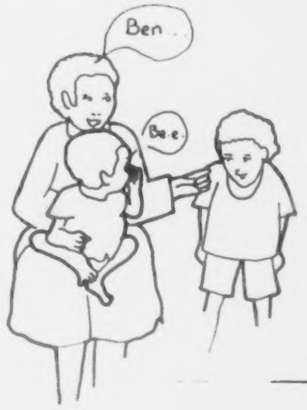


Feeds self most foods without help



Holds out arm or leg for dressing

Communication and behaviour



- Your child will begin to say a few words.

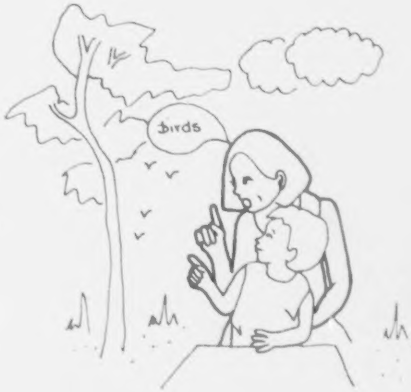
- Talk to your child about objects and people in the home.

Ask him or her to repeat the names of objects and people.

- Carry your child around the village.

Show the child people and objects, saying their names and describing them. Show and describe things that are close by and far away such as animals, trees, birds, and the sky.

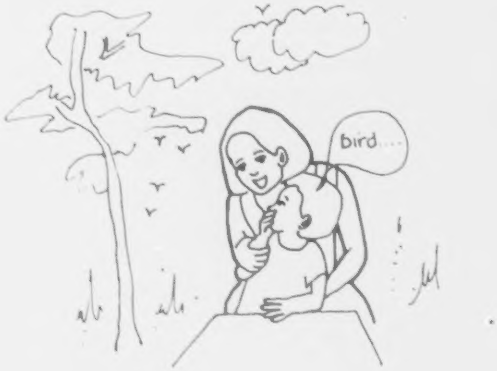
Ask the child to name the things you see.



When you show the child an animal, make the sounds that the animal makes. Tell the child to repeat the sounds.

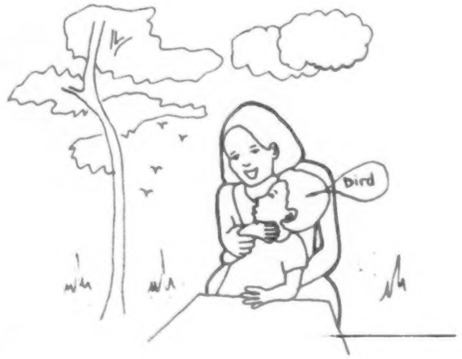
- When the child tries to name things, or make the sounds of an animal, show that you are pleased. You can do this by smiling or by patting or hugging the child.

- If your child has difficulty speaking, let him or her feel your face when you speak.



Place the child's hands on your face and let the child feel the way your lips move when you speak.

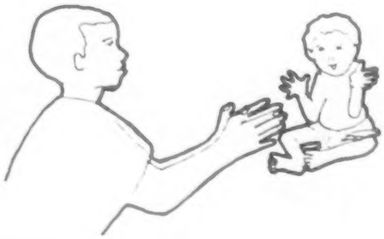
Place the child's hands on his or her own face. Teach the child to feel the movements of his or her lips when the child repeats what you say.



Place the child's hand on your throat and let him or her feel the movement in your throat when you speak.

Then place the child's hand on his or her throat when he or she speaks.

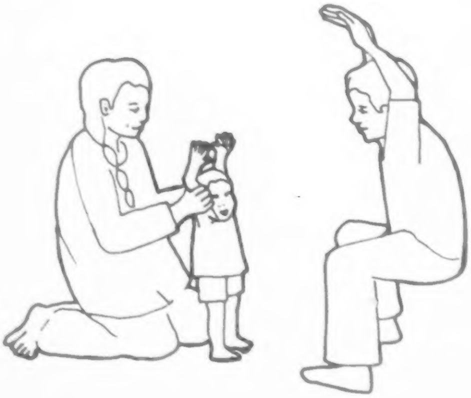
When the child makes sounds, show that you are pleased.



■ Encourage your child to repeat movements that you make.

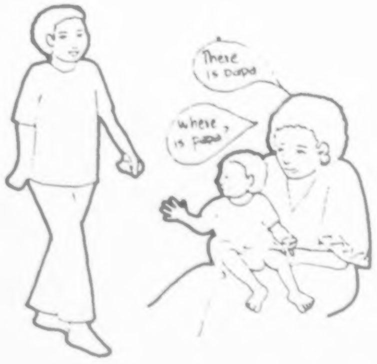
For example, clap your hands and ask the child to clap hands.

Wave "goodbye" to the child. Ask him or her to wave to you.



Reach up with your arms and ask the child to reach up.

If the child has difficulty with movement, help him or her to repeat the movements you make.



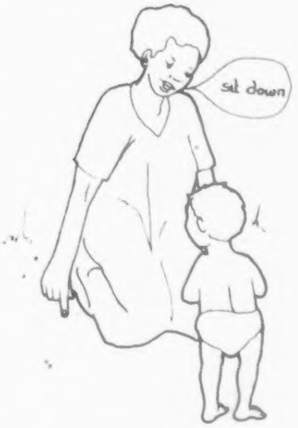
■ Your child should learn to understand simple questions.

Talk to the child and point to the things you are talking about.

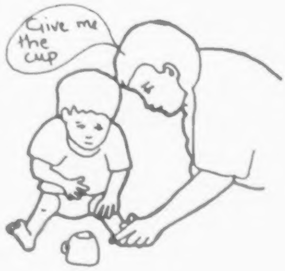
If he or she has difficulty understanding, repeat the question. Then help the child to answer the question.

- Your child should also learn to follow simple directions. Play games with the child to help him or her learn.

For example, teach the child to follow directions, to sit down and to stand up. Do this by sitting down and saying "Sit down". Then stand up and say "Stand up". Or ask another family member to follow your directions. Then ask the child to do the same.



You can give your child other simple directions, such as "Give me the cup". If the child does not follow your direction, repeat what you said to him or her. Then help the child to follow the direction. Play a game passing the cup or other objects to each other.



Talk to the child and point to the things you are talking about.

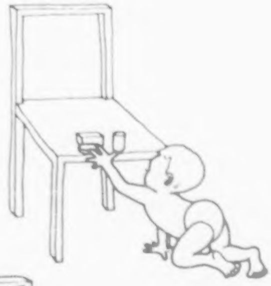
Results

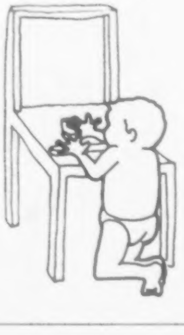
- If your child does these activities, try the communication and behaviour activities in the next leaflet of this package.

If your child does not do these activities, he or she may have difficulty hearing, seeing, or learning. Continue to try the activities. It may take your child a long time to learn them. Talk with your Local Supervisor.

Movement and self care

- Put your child on the ground in front of a box or chair. Put some of the toys on the chair. Encourage the child to pull himself or herself up next to the chair and get the toys.





At first you can put the toys on the edge of the chair so the child can reach the toys by kneeling beside the chair.

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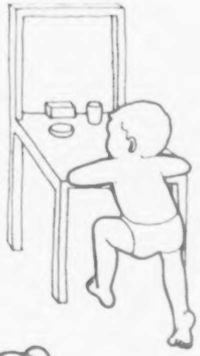
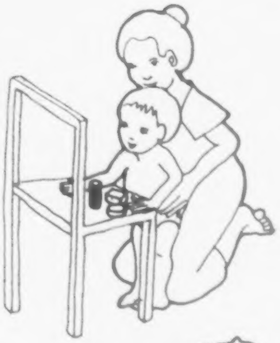
After the child can do this, put the toys in the centre of the chair or on a higher chair. Then encourage the child to move to standing and to play with the toys in the standing position.

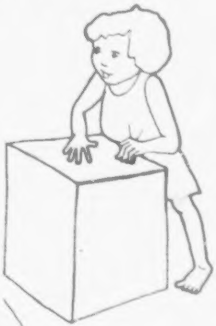


If the child cannot pull up to kneeling or standing, you can help him or her.

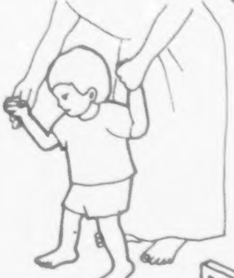
Then help the child to stand and play with the toys.



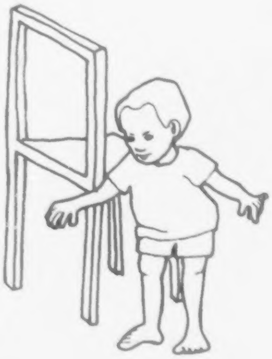
- Your child may begin to walk holding on to boxes, chairs, tables, or walls.



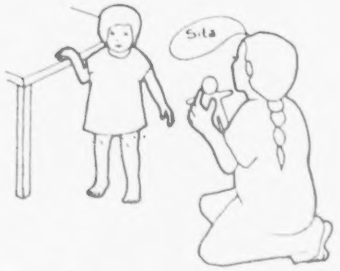
- Hold the child's hands to help him or her to walk.



- After walking with help, your child may try to stand alone.



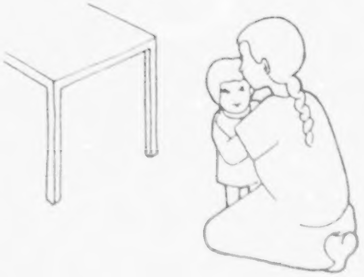
- Then the child may try to walk alone.



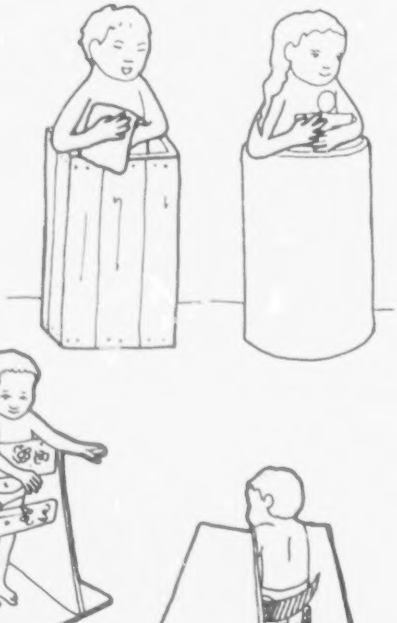
Sit in front of the child with a toy in your hands. Call to the child. Tell the child to walk to you and take the toy. When the child walks to you, give him or her the toy.

Instead of a toy, you can hold some food in your hands.

- After your child takes a few steps, show that you are pleased. You can smile and talk to the child. You can also pat or hug the child.



- If your child has difficulty standing, make a support for him or her.

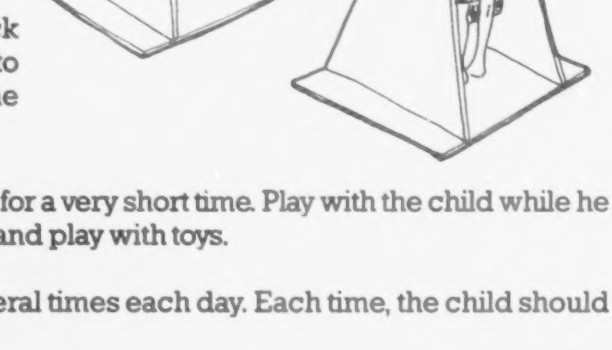


You can use a wooden box to support the child in standing.

Instead of a box, you can make a wooden standing frame for your child. One piece of wood supports the child in front of the chest.

Another piece of wood supports the child just above the knees.

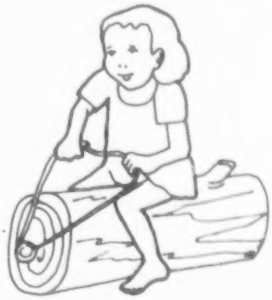
Cover those pieces of wood with thick layers of cloth. Fix a wide strap of cloth to the frame to support the child behind the buttocks.



Let the child stand in a box or with a strap for a very short time. Play with the child while he or she is in the box. Then let the child sit and play with toys.

Help the child to stand with support several times each day. Each time, the child should stand for a short time and then sit down.

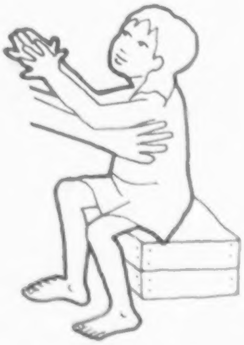
■ You can do other activities with your child to help him or her to use the legs. Play games with the child so he or she will enjoy the movement.



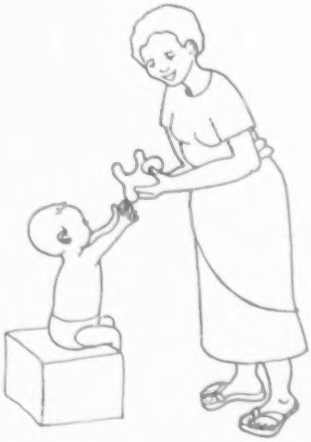
Let the child sit on a log, tyre, or small box and pretend that it is a bicycle. Teach the child to move his or her body up and down on it. Make the child feel that he or she is riding it. Teach the child to sit alone and play.

Instead of a bicycle, the child can pretend the log is an animal. Teach the child to make animal sounds as he or she rides on the log. Teach the child to make the sounds of a horse, a donkey and so on.

Or the child can pretend he or she is drivng a bus. Teach the child to do this and make the sounds that the bus makes.

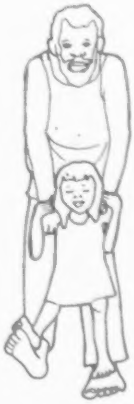


■ Sit the child on a stool or box and stand in front of him or her. Ask the child to stand up. You can help the child to stand by putting your hands under the child's arms.



■ You can encourage the child to stand without help by holding a bright object for him or her to reach up and hold.

Do this many times until the child can stand without help.



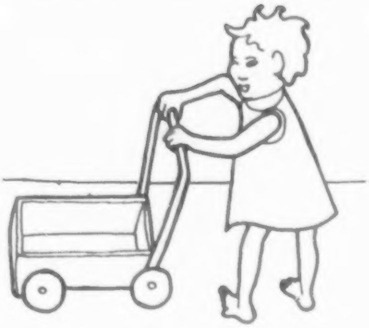
■ You can help your child to walk. Stand behind him or her. Hold the child under the arms.

Place the child's feet on yours. Then walk forward, moving him or her forward with you. This will give the child the feeling of walking.

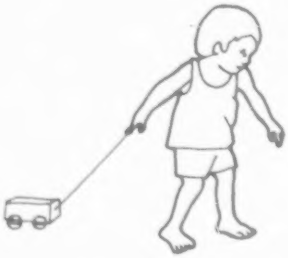
■ When your child is able to walk, give him or her something to push.

Encourage the child by giving him or her an animal or other toy to push in the cart.

You can use a barrel, a box, or a cart. You can make a cart by fixing four wheels and a handle to the box. Teach the child how to push it.



When the child can walk easily, you can give him or her toys to pull.

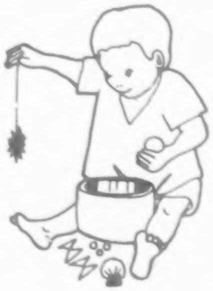


■ Your child will continue to play with objects of different sizes. He or she will learn to put objects into boxes or tins and to take them out.

■ Collect some objects such as coloured seeds, sea shells, and stones of different sizes.

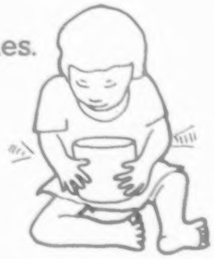
Place a tin in front of the child.

Help the child to pick up one of the objects and drop it into the tin. Tell the child to listen to the sound of the object dropping into the tin. Then tell him or her to drop another object in.

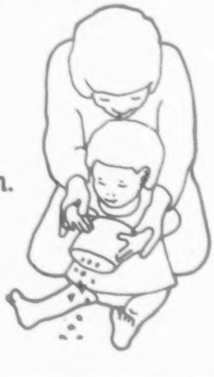


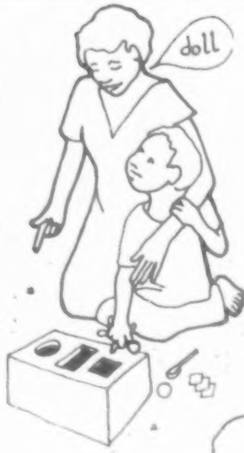
Start with larger objects and then use the smaller ones.

Help the child to shake the tin and tell him or her to listen to the sounds that it makes.



Help the child empty the tin.

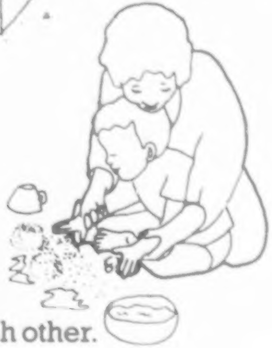




■ **Make** holes in the bottom of a cardboard box. Turn the **box upside-down** and let the child drop objects into the holes.

Name the objects the child puts into the box. Then ask the child to try to name the objects.

Ask the child to look for the objects. When the child finds them under the box pretend that you are surprised. This will make the child laugh.

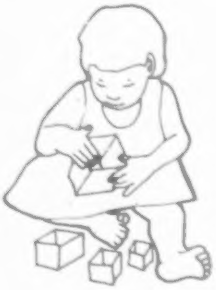


■ Let your child play with sand and water, or mud and water.

The child can make shapes out of the sand or mud. Encourage the child to pretend that he or she is making bread or biscuits. Help the child to make shapes that look like bread or biscuits.

■ Collect six boxes of different sizes. The boxes must fit inside each other.

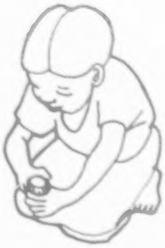
Sit beside your child. Show him or her how to put the smallest box into the box of the next size. Take them apart and tell the child to do it. Give the child any help that is needed.



When the child can put two boxes one inside the other and take them apart, use three boxes. Teach the child how to put the three of them one inside the other and take them apart. Let the child do it.

Each time the child puts the boxes together or takes them apart, let him or her know that you are pleased.

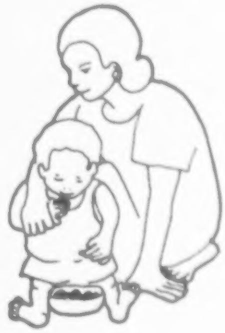
Continue teaching the child, adding one box at a time until the child can put the six boxes inside each other and take them apart.



■ Encourage the child to use both hands by giving him or her a small bottle with a lid which he or she can open and close.

■ When the child plays with objects he or she may use one hand more than the other. Let the child use the hand he or she likes to use. Do not force the child to use one hand more than the other.

■ When your child is able to use the hands to play with many kinds of objects, the child will also be able to feed himself or herself.



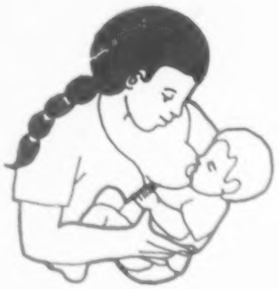
When it is time for a meal, place some food that the child likes in front of him or her. Sit by the side of the child and tell the child what the food is.

Place your hand over the child's hand. Help him or her to pick the food up and take it to the mouth. Repeat this, giving less help each time. Continue giving less help until the child can eat without help.

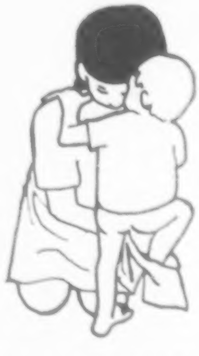
Talk to the child as he or she eats and tell the child stories.

As the child puts food into the mouth, tell him or her the name of the food.

Let the child smell different kinds of food and say their names.



■ If you are breast-feeding your child, continue to breast-feed him or her although he or she is eating many kinds of food.



■ Your child will begin to help with dressing himself or herself.

At first the child will hold out an arm or a leg when you are dressing him or her. You must continue to do most of the dressing for the child.

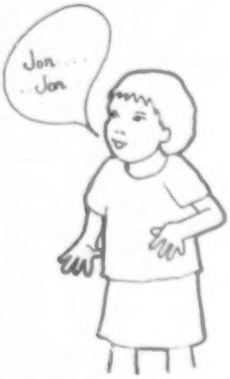
Results

■ If your child can do these activities, try the movement and self-care activities in the next leaflet of this package.

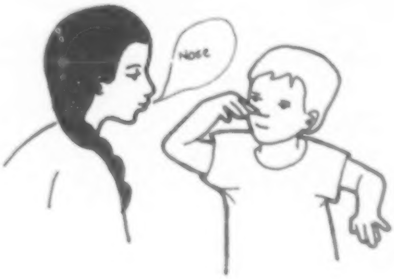
If your child does not do these activities, he or she may have difficulty moving. Continue to try the activities. Talk with your Local Supervisor.

Play Activities — Leaflet 5

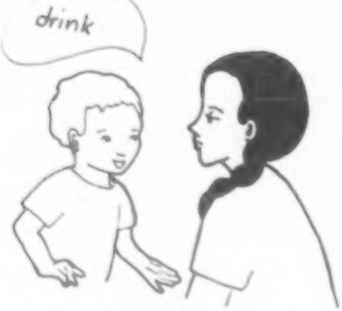
Communication and Behaviour



Calls himself or herself by name

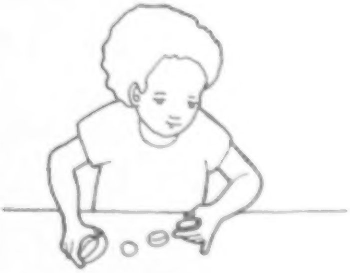


Points to body parts when asked

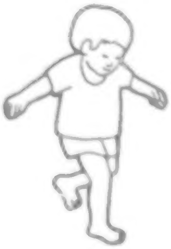


Asks for things

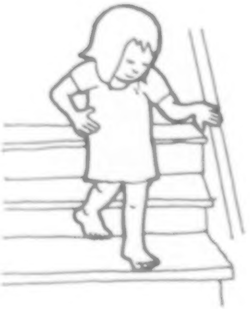
Movement and Self Care



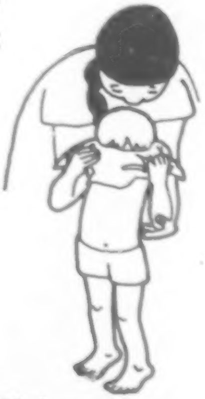
Puts things together and takes them apart



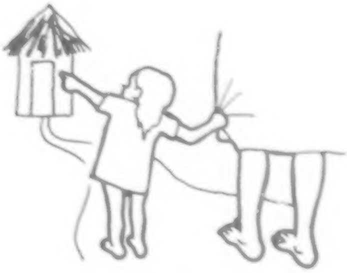
Runs



Walks up and down steps



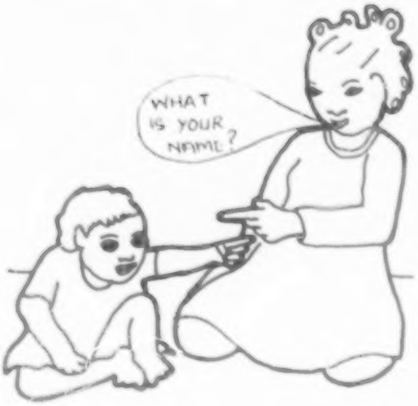
Helps with undressing



Knows when to use latrine

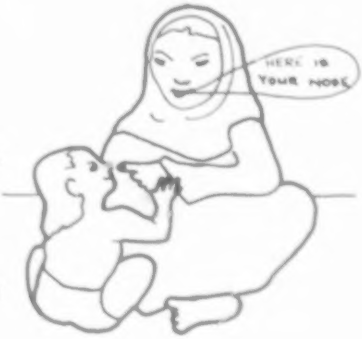
Communication and behaviour

- Your child will learn to call himself or herself by his or her name.


WHAT IS YOUR NAME?

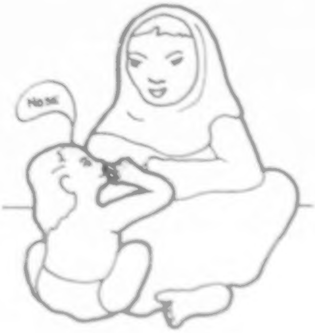
Point to the child and ask, "What is your name?" Then say his or her name. Repeat this many times. Get the child to say his or her name with you when you ask "What is your name?" Continue asking this question from time to time until the child says his or her name by himself or herself.

Use the child's name when you talk with the child and play with him or her.



- Your child will also learn to name parts of his or her body. You can help the child learn to do this.

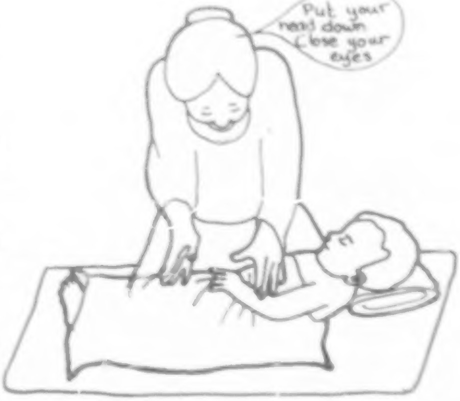
- Sit with the child. Point to the child's nose and say "Here is your nose".



Then ask the child, "Where is your nose?"

Guide the child's hand to his or her nose and teach the child to show you his or her nose. Let the child feel the nose and say "nose" when he or she touches it.

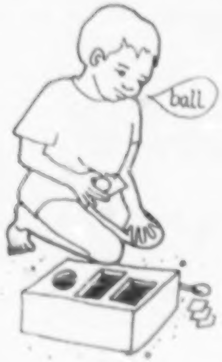
Give less help each time until the child knows what the nose is.


Put your head down Close your eyes

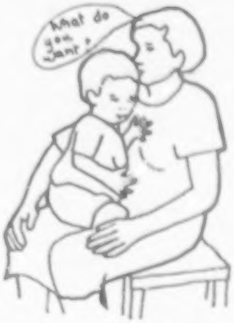
- Point to other parts of the body and teach the child their names in the same way.

- Sing songs or play games that name the parts of the body.

- When you talk with the child, use the names of the parts of the body.

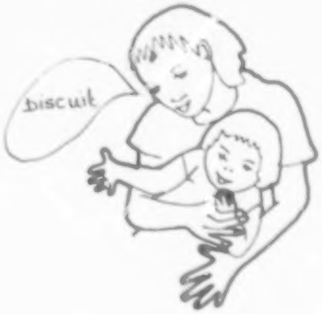


Some children need a long time to learn to name objects. Play with your child each day and tell him or her the names of objects. You can let the child play by trying to name objects and dropping them into a box, or by finding objects and naming them.

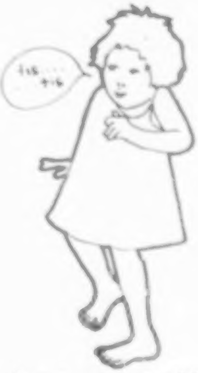

What do you want?

- Your child will learn to ask for things, such as food or a toy.

You can help your child to learn by telling him or her the names of things such as food. Then ask him or her questions.



For example, you can ask the child what he or she wants to eat. Encourage the child to name the food he or she wants. Give the child the food as soon as he or she lets you know what he or she wants. If the child points to food, give it to the child and say the name of the food. Continue to encourage the child to name different kinds of food.



- When the child is learning to speak, the words will not be clear. The child may also make up words, or say half words.

Each time the child tries to communicate, show that you are pleased. This will encourage the child to continue to try to communicate and to speak.

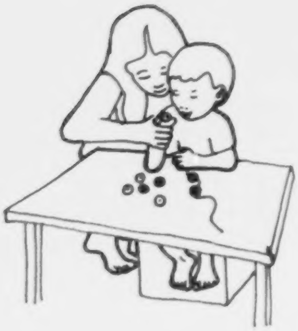
Results

- If your child does these activities, try the communication and behaviour activities in the next leaflet of this package.

If your child does not do these activities, he or she may have difficulty hearing or learning. Continue to try the activities. Talk with your Local Supervisor.

Movement and self care

- Your child will continue to like to play with objects of different sizes. He or she will continue to put objects in and out of boxes. The child will also like to take things apart and put them together.

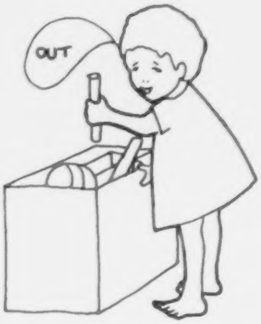


Find a large box.

Put different objects into the box: paper balls, bits of cloth, flowers, fruits, leaves.

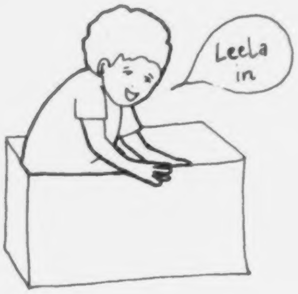
Teach the child to take the objects out of the box one by one and put them back into the box.

As the child takes each object out, say "out" and get the child to repeat the word "out". As the child puts each object back into the box, teach the child to say "in".



- Help the child to climb into the box so that he or she feels what it is like to be "in". Use the child's name. Say to the child, "Leela in the box." Ask the child to repeat it.

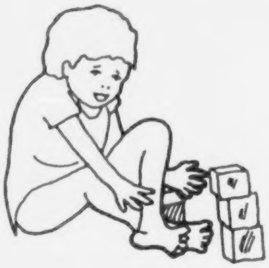
Help the child to climb out of the box. Say "Leela out of the box." Ask the child to repeat it.



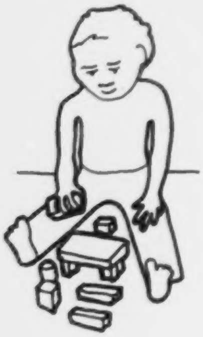
- Give your child different kinds of objects to play with. Encourage the child to play games with the objects.

- Give the child objects that he or she can put on top of each other. You can give the child blocks of wood or boxes of different sizes.

The child can build the blocks up and push them down. This will make the child laugh.



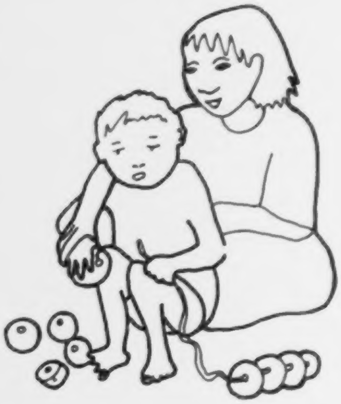
- Teach the child how to use the wood and boxes to build houses, schools, bridges, and so on.

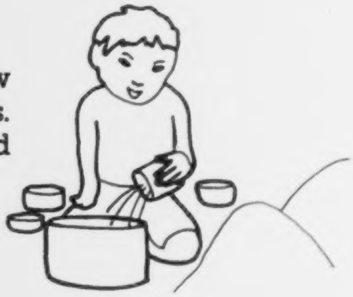


- You can give your child objects to put on a string. Give the child a thick string and large beads or seeds with large holes in them. You can also use cloth to make small rings which can be put on a string.

Help the child to put the beads on the string and to take the beads off the string.

Then let the child put the beads on the string without help.



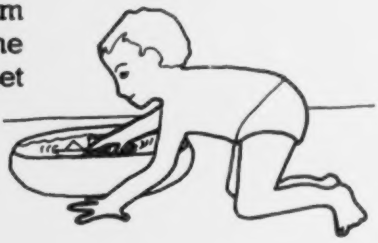


- Give the child a large tin, or bucket of sand and a few small tins. Teach the child how to put sand into the tins. Teach the child to hold a tin in each hand and pour the sand from one tin to another.

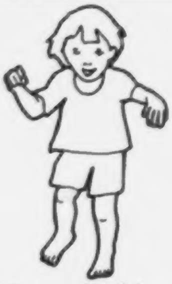
Let the child play with the sand.

- Give the child a large bowl, tin or bucket filled with water. Let the child move his or her hands in the water and play.

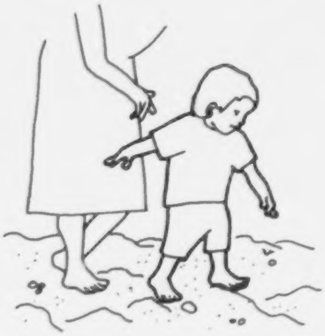
Give the child small sticks, boxes, or boats made from paper or leaves. Show the child how these move on the water. Let the child feel the way they move on the water. Let the child play with them.



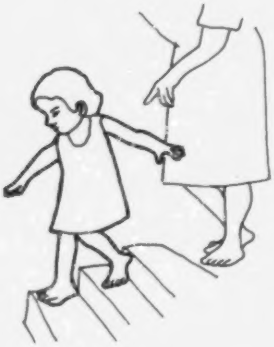
- **After your child is able to walk well, he or she will try to run.**



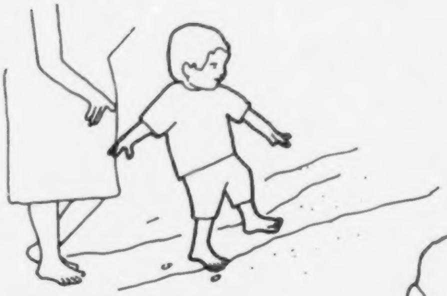
- You can help your child to walk well by walking with him or her on uneven ground.



Walk with the child up and down steps.

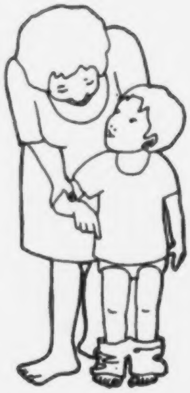


Walk with the child up and down hills.



- **When your child can use the arms and legs to do these activities, he or she will be able to help with undressing.**

He or she may be able to take clothes off part of the way. Then you will have to help him or her.



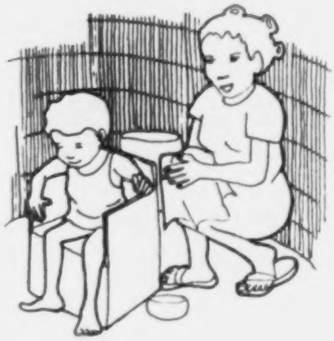
- Your child can also learn to use the latrine.

Watch the child and find out what time of the day he or she passes faeces. At the time of day that the child usually passes faeces, take the child to the latrine. Ask the child to pass the faeces into it.

Stay with the child and tell the child that you are pleased that he or she is going to use the latrine. You can tell the child stories at this time so the child will stay in the latrine until he or she has used it.

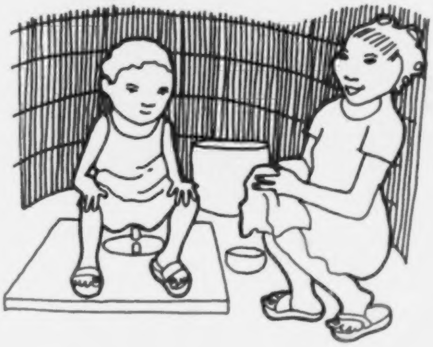
If the child cannot sit by himself or herself, place a box over the latrine. The child can sit on the box.

If the child has difficulty sitting, you can make a box with support for the back and arms.



As soon as the child has passed faeces into the latrine, tell the child that he or she has done well.

Clean the child. After a few days, start to teach the child to clean himself or herself.



Wash your hands each time after you take the child to the latrine.

Teach the child to wash his or her hands after he or she has used the latrine.

When the child can use the latrine for passing faeces, train him or her to use the latrine for passing urine. You can do it in the same way.

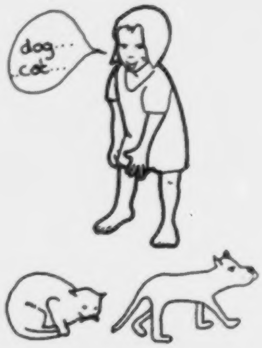
Results

- If your child does these activities, try the movement and self-care activities in the next leaflet of this package.

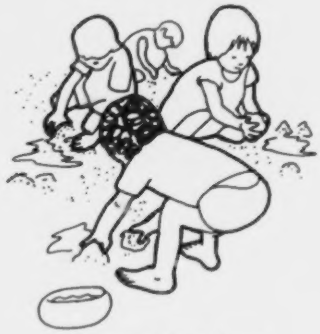
If your child does not do these activities, he or she may have difficulty moving or learning. Continue to try the activities. Speak with your Local Supervisor.

Play Activities — Leaflet 6

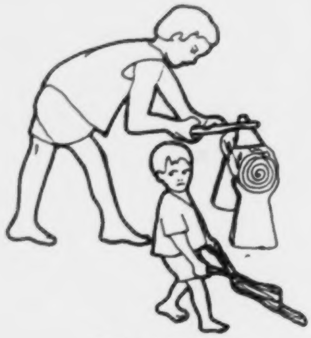
Communication and Behaviour



Names things that are familiar

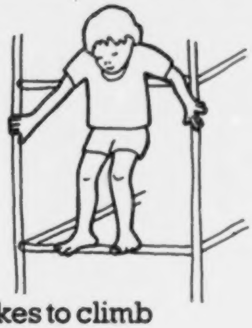


Plays with other children

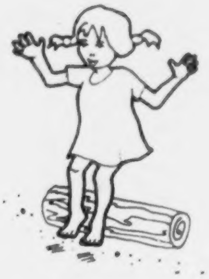


Tries to help parents

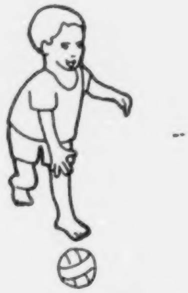
Movement and Self Care



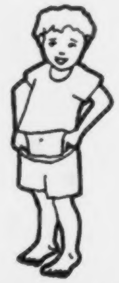
Likes to climb



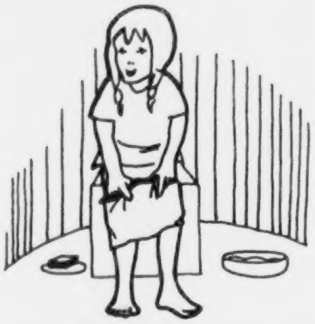
Jumps



Kicks ball



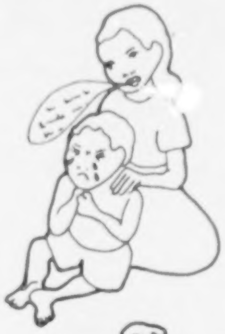
Undresses without help



Uses the latrine without help

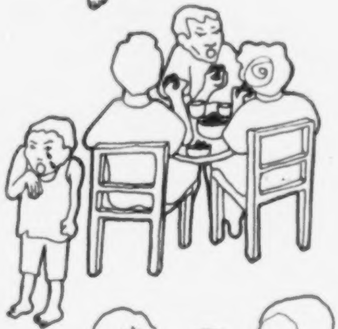
Communication and behaviour

■ Your child is learning to do many activities. You may also find that the child is beginning to show many kinds of feelings.



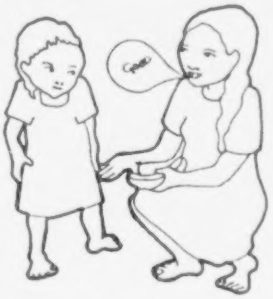
For example, your child may feel sad or hurt or lonely. If this happens, speak to the child. Show the child that you want him or her near you and that you will not send him or her away.

Show the child love and affection. The more a child feels that he or she is loved, the more the child will try to do what you want him or her to do. Do not make the child feel that he or she is bad or unwanted.



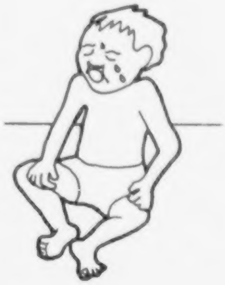
■ Children go through a stage when they will not do what the family wants them to do. This stage will often pass after some time. If your child shows this kind of behaviour, your family must be patient with the child.

Children who have difficulty doing activities that other children their age do may show this behaviour for a longer time.



■ When the child does something that is correct or does what you want him or her to do, show the child that you are pleased. Tell the child that he or she has done well. When the child does or says what is correct, give the child something that he or she likes to have. Or let the child do something that he or she wants to do.

■ Sometimes children become very angry and lose their temper.



The child may lose his or her temper for many reasons:

The child does not feel wanted, loved, and secure.

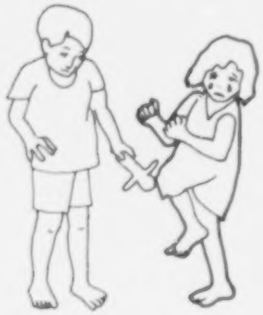
The child cannot do or have what he or she wants because it is against the wishes of the family.

The child is ill.

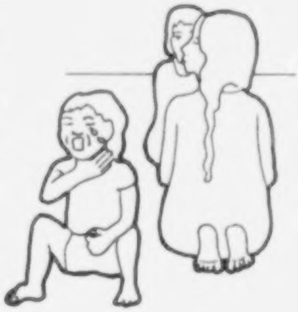
The child may not be able to communicate or do what he or she wants because of his or her disability.

The child is able to get what he or she wants by losing his or her temper.

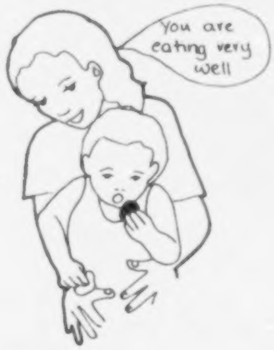
■ Watch the child and find out which of these reasons causes the child to lose his or her temper. Watch the child and find out what he or she wants. Find out also what things make the child get over his or her bad temper.



■ The child may lose his or her temper often because that is the way the child gets what he or she wants. If so, stop responding to the child's bad temper.

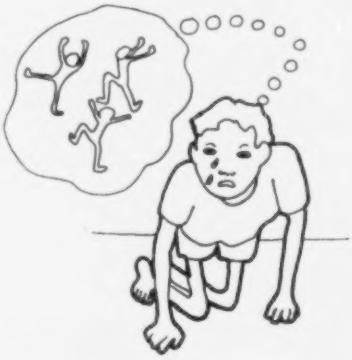


The next time the child has a bad temper, do not take notice of the child. Do not give the child what he or she wants or any of the things that usually make him or her get over the bad temper. Do not even look at the child. After some time, the child will get over his or her bad temper.


You are eating very well

Later, when the child is doing something you want him or her to do, give the child love and attention.

■ Perhaps the child loses his or her temper often because he or she cannot do some activities because of his or her disability.



Train the child to do as much as he or she can without help. Let the child know that you will help him or her to do the things that he or she cannot do without help.

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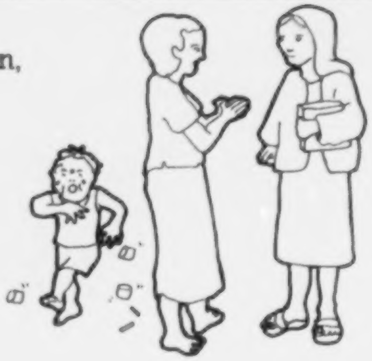
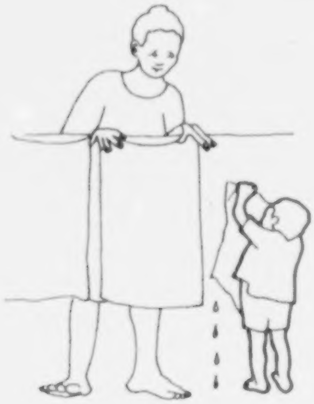
■ If the child continues to lose his or her temper often, speak to your Local Supervisor about it.

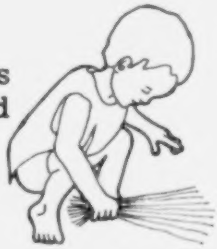


■ Sometimes your child will try to do everything that you ask him or her to do.

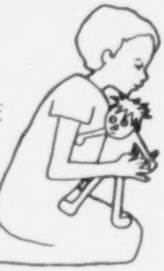
The child may try to help you do your work. Encourage your child to do this even if he or she is not really able to help you.

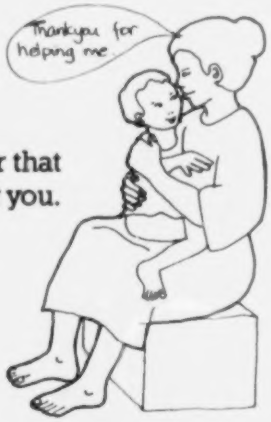


The child may also repeat activities which he or she sees you do. Give the child a small broom or some pots and encourage him or her to do what you are doing.



Tell your child to pretend that he is a father or that she is a mother. Give the child an animal or a doll to help him or her pretend.




Thankyou for helping me.

When your child does these things, show him or her that you are pleased. You can thank him or her for helping you.

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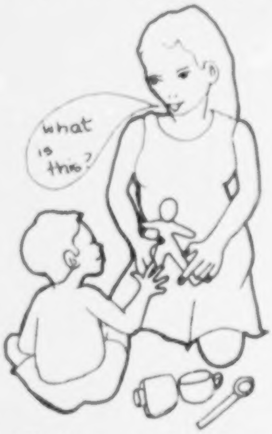
■ You can do many activities with your child to help him or her learn about the things around you.

These activities will help the child to name the things and to understand how things work.


what is this?

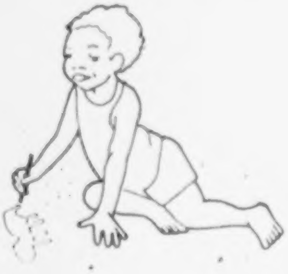
■ Collect a few different objects from the house and yard. Get the child to help you collect the objects. Put them out on the ground or on a table. Sit in front of the objects with the child.

Pick up one of the objects and give it to the child to hold. Ask the child, "What is this?" If the child cannot answer correctly, help him or her to do so.

Now tell the child to ask you a question about the object. Answer the question yourself.

Next tell the child to pick up an object and ask you "What is this?" You say what the object is. Then ask the child a question about that object. If the child cannot answer, help him or her to do so.

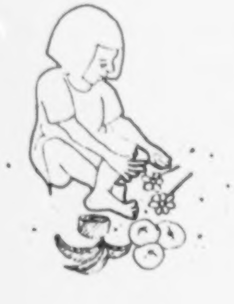
Continue asking each other questions in turn about the objects that you collected.



Give your child pictures from cards, calendars, or books. Ask the child to match pictures with objects in the house or yard.

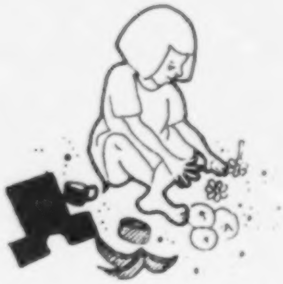
Encourage the child to draw pictures. Let him or her play with a pencil and paper or a stick in the sand.

■ Red, yellow, and blue are often the first colours that a child learns to know. Teach your child to recognize and name these colours.



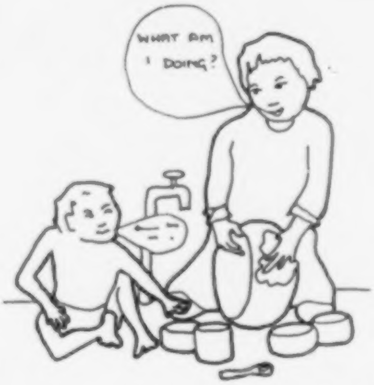
Collect with the child some objects of different colours from the house and yard, such as flowers, fruits, clothing, and mugs.

Begin by teaching the child to put objects of the same colour together. Put red objects and yellow objects in front of your child. Show him or her which objects are red and which ones are yellow. Then ask the child to put all of the red objects together and all of the yellow objects together.



When the child can do this, put other coloured objects, especially blue ones with the red and yellow objects. Ask the child to take all of the red objects and put them together. Then ask him or her to take all of the yellow objects and put them together. Next ask the child to take the blue objects.

After the child does this with red, yellow, and blue objects, give him or her objects of other colours.

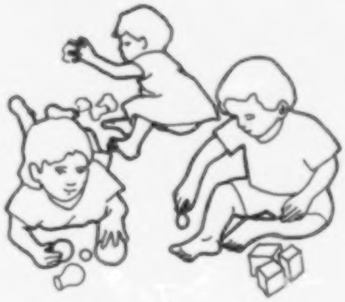

WHAT AM I DOING?

- Describe to the child what you and the child do during the day: eating, sleeping, cooking, cleaning, and playing.

After a few days, begin to ask the child, "What am I doing?" and "What are you doing?"

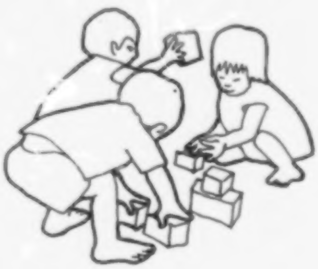
If the child cannot answer, tell him or her the name of the activity. Ask the question again and help him or her to answer.

You can make this a game by asking each other questions in turn.



- Ask other children to play with your child. At first the children may play alone beside each other. Each child will do an activity by himself or herself.

After some time the children will play with each other.



- Encourage the children to play with objects and pretend they are something else. For example, the children can use boxes for houses, sticks for animals, and dolls for babies.

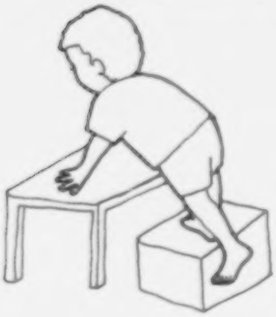
Results

- If your child can do these activities, try the communication and behaviour activities in the next leaflet of this package.

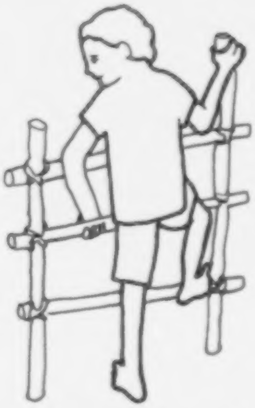
If your child does not do these activities, he or she may have difficulty seeing, hearing, or learning. Continue to try the activities. Talk with your Local Supervisor.

Movement and self care

- When your child is able to walk and run, he or she will try other movements.



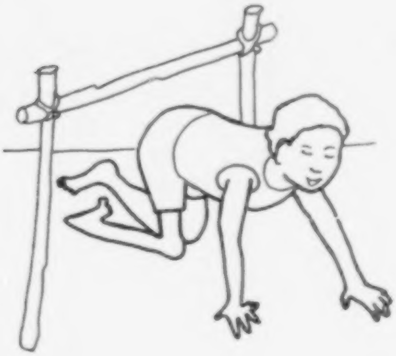
The child will like to climb on objects in the home and outside the home.

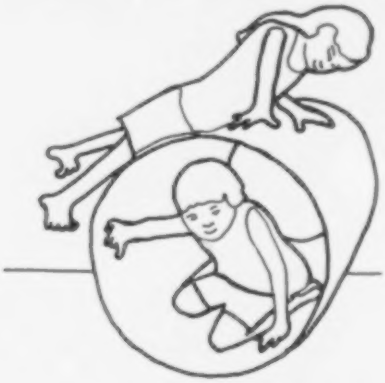


Although you must watch your child so he or she does not fall, you can encourage him or her to climb.

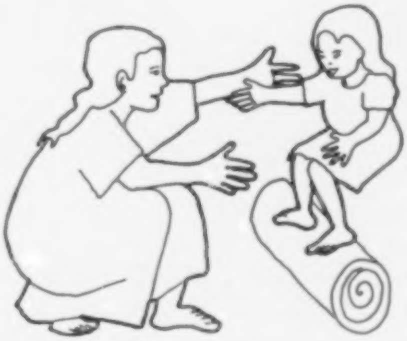
Show the child how to climb over fences, gates, and barrels. Let the child climb over these things. Give the child the help that he or she needs until he or she can do it without help.

Show the child how to crawl and creep under fences and gates or through barrels.

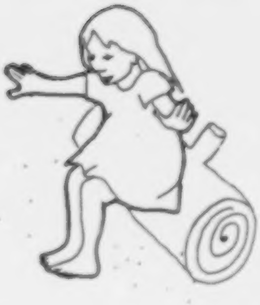




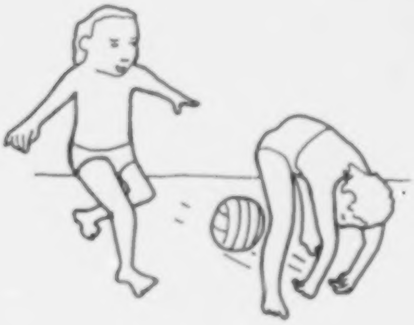
- You can also show your child how to jump off low objects, such as a small log or box.



When your child can jump without help, he or she will jump off bigger objects.

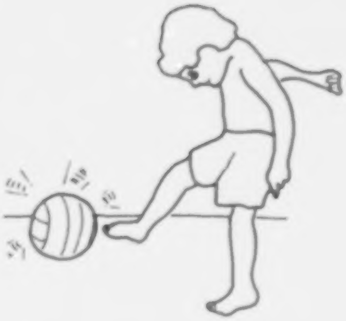


■ Ask another child to play with your child. Make a ball out of cloth. Teach the children to throw the ball to each other in different ways. They can throw the ball high, low, over the head and between the legs.



Make up games for the children to play with the ball.

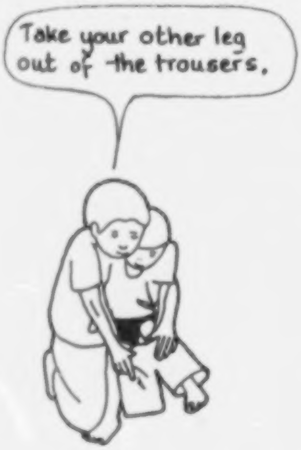
Show your child how to kick the ball.



■ When your child is able to do the activities in this part of the training package, he or she may also be able to undress without help.

If your child has difficulty taking his or her clothes off, you can help the child.

Place your hands over the child's hands and help him or her to take the clothes off. Talk to the child about what you are doing.



Take your other leg out of the trousers.

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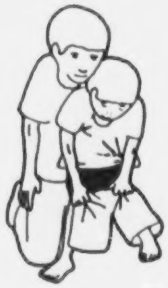
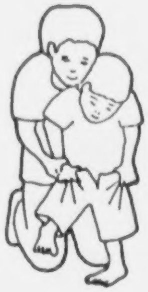
Each time you help the child to undress, ask him or her to do as much as possible without help.

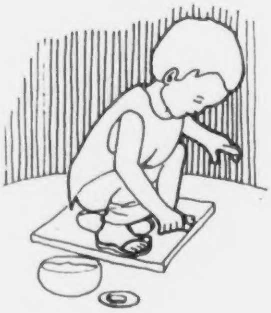
As the child learns to undress, give less help until he or she can do it without help.



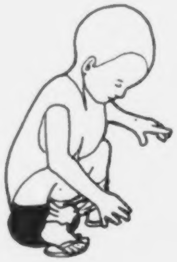
The child may continue to need help to put his or her clothes on.



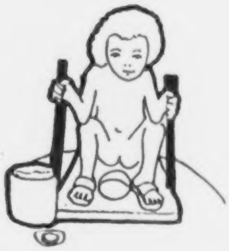
■ After your child has learned when to use the latrine, he or she can learn to go to the latrine without help.



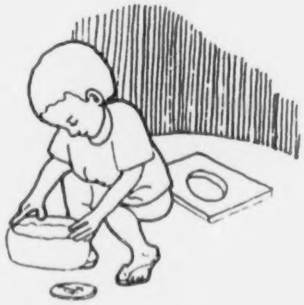
If the latrine that the adults use is too big for the child, train the child to use a pot or tin.



If the child has difficulty squatting over the latrine, you can put one or two poles beside the latrine for the child to hold.



Help your child until he or she can go to the latrine and wash his or her hands without help.



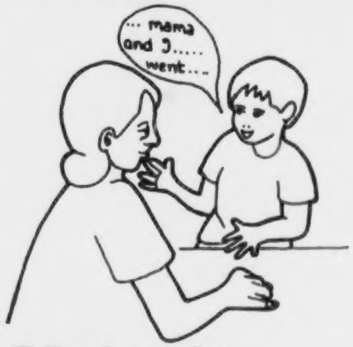
Results

■ If your child does these activities, try the movement and self-care activities in the next leaflet of this package.

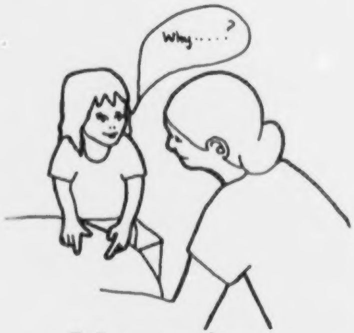
If your child does not do these activities, he or she may have difficulty moving or learning. Continue to try the activities. Speak with your Local Supervisor.

Play Activities — Leaflet 7

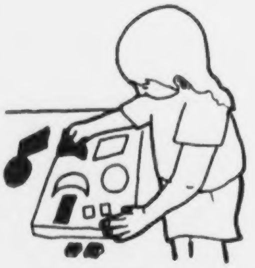
Communication and Behaviour


... mama and I..... went....

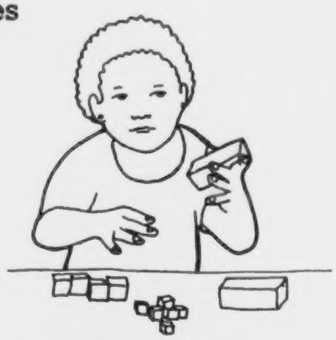
Talks about what he or she does



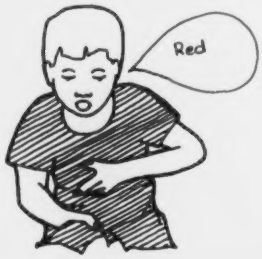
Asks questions



Matches shapes

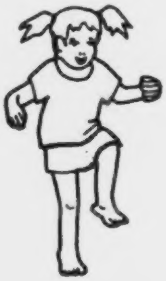


Arranges objects according to size

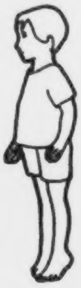


Names colours

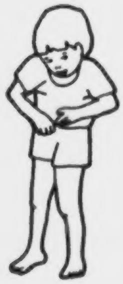
Movement and Self Care



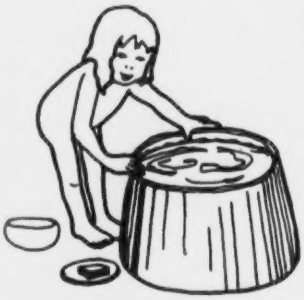
Hops on one foot



Walks on tip-toe



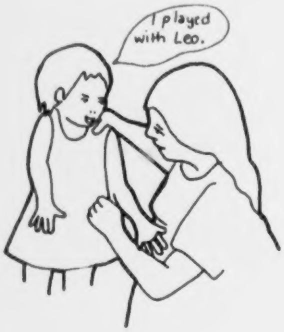
Dresses without help



Bathes without help

Communication and behaviour

- Encourage your child to tell you about the things he or she does. Ask the child to tell you about the children he or she has played with and the things he or she has seen and done during the day.

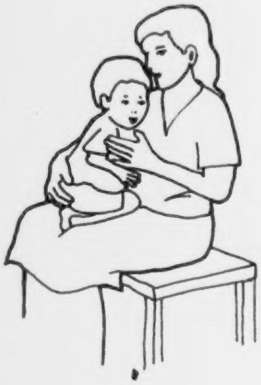

I played with Leo.

- Tell the child a story. From time to time ask the child a question about the story.

As you continue the story, get the child to ask you questions about the story.

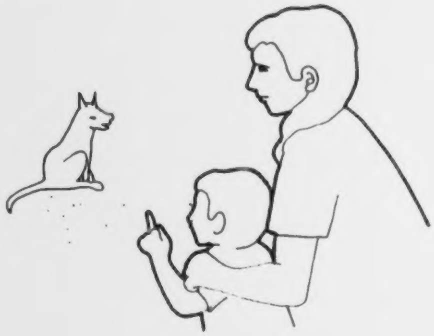
Then ask the child to tell you a story. You can ask him or her questions about the story.

Sometimes you can tell your child a story about a child who does the things your child does. But you can also make the child in the story do things your child does not do. Tell the child about things that will make your child laugh.



- Take the child for walks outside the village. Tell the child what you know about the things you see. Tell the child about the sun, moon, land, rivers, plants, animals, and birds.

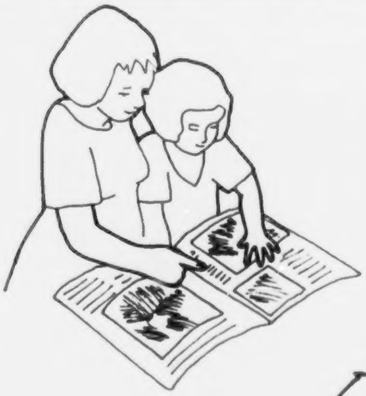
Show and explain to the child the differences between, for example, hills and valleys, rivers and lakes, and trees and bushes.

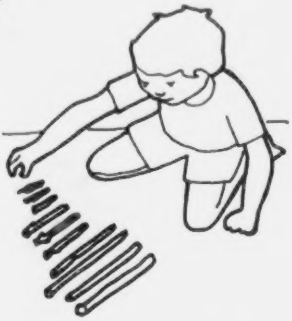


From time to time, ask the child questions about what you have told him or her. Help the child to answer.

Tell the child to ask you questions. Explain to the child what he or she wants to know.

■ You can also show your child pictures, for example, of animals, trees, and people. Ask the child to name the things in the pictures.

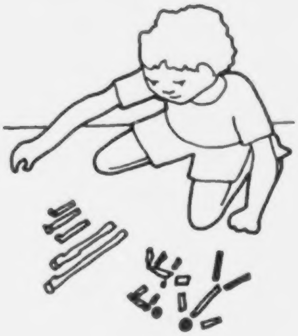




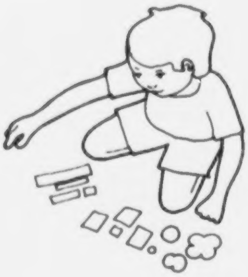
■ Help the child to collect sticks of different lengths. Show him or her how to arrange them according to size. Mix them up. Ask the child to arrange the sticks without help. Give the child any help that he or she needs.

You can also use pebbles of different sizes.

Help the child to make up stories using the sticks or pebbles as people and animals.



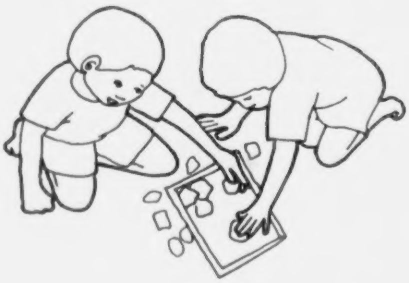
Let the child play with other children. Encourage the children to play games using sticks, pebbles, or other objects as people or animals.



■ Let the child play with objects that have different shapes, such as round or square.

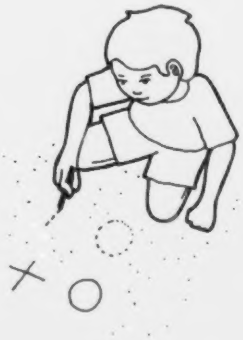
Show the child how to arrange them according to their shape. Put them together and ask the child to arrange them without help.

Ask the child to name the different shapes.



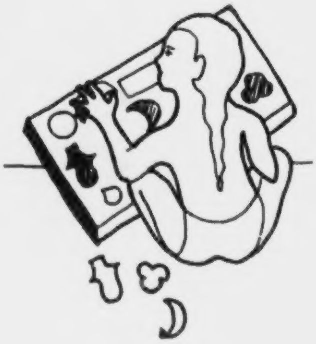
- Show the child how to draw shapes in the sand with a stick. Or you can teach the child to draw on paper with a pencil or charcoal.

- You can draw shapes such as crosses, circles and squares. Then ask the child to draw the same shapes. Let the child name the shapes as he or she draws them.



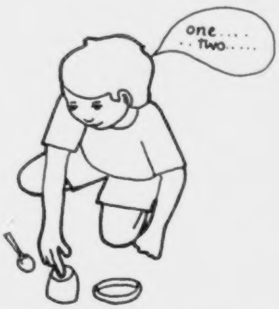
- From a large piece of paper or cardboard, cut out different shapes: rounds, half rounds, squares, and so on.

Help the child to put the pieces into the correct holes in the cardboard. Take the pieces out and ask the child to put the pieces back without help.



- You can also show your child how to count the objects he or she plays with.

Show the child how to count two objects, then three objects, and so on.



- Then you can ask the child to arrange objects by shape or size and count the objects that are the same shape or size. For example, the child can count how many round objects and how many square objects there are. Or the child can count the small objects and the big objects.

You can help the child to count many things such as fingers, toes, and eyes. Count family members, windows in a room, etc.

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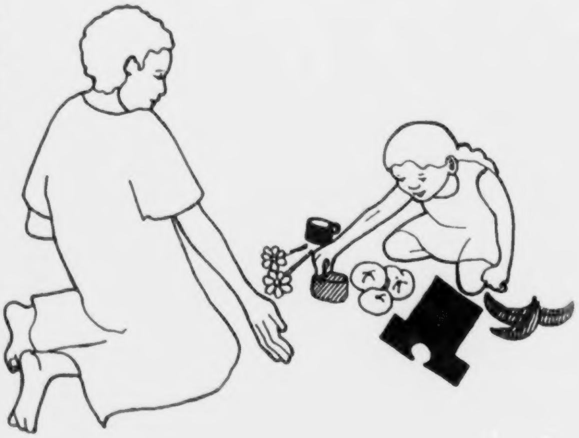
■ Collect with the child a few objects of different colours from the house and yard, such as flowers, fruits, clothing, and cups. Find as many red, yellow, and blue objects as possible.

■ Put the objects of different colours in front of the child. Say to the child "Give me something that is red." When the child gives you the object, ask the child, "What colour is this?" Help the child to answer.



Do the same activity for the yellow and blue objects.

Each time the child chooses the correct colour, tell the child that he or she has done well.

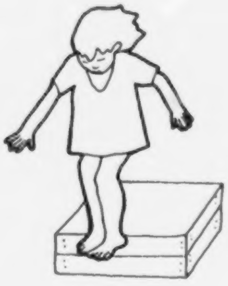
After the child knows the colours red, yellow, and blue, teach him or her other colours in the same way.

Results

■ If your child does these activities, try the communication and behaviour activities in the next leaflet of this package.

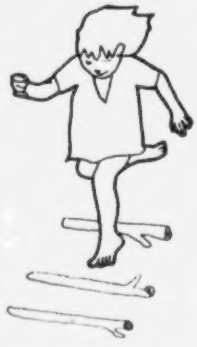
If your child does not do these activities, he or she may have difficulty hearing, seeing, or learning. Continue to do the activities. Speak with your Local Superviaor.

Movement and self care

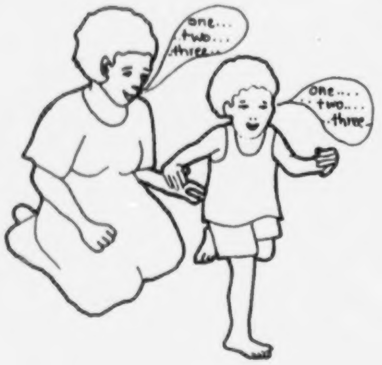


■ Children who are able to run and jump like to try other kinds of movement. Play games with your child to help him or her enjoy different movements.

■ If your child is able to jump off small boxes or logs, let him or her try to jump from larger boxes or logs.

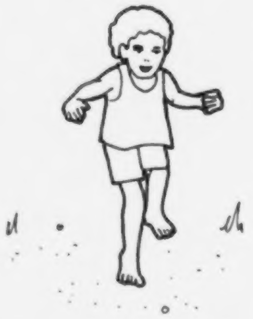


■ Ask your child to jump over small objects on the ground. You can put small sticks or pieces of rope on the ground and ask the child to jump over them.



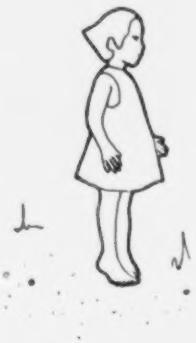
■ Ask your child to stand on one foot for as long as possible. Then ask him or her to stand on the other foot.

Tell the child to try to stand on one foot as long as he or she stands on the other foot. You can count while the child stands on each foot to see if the time is the same for both feet. Ask the child to count with you.



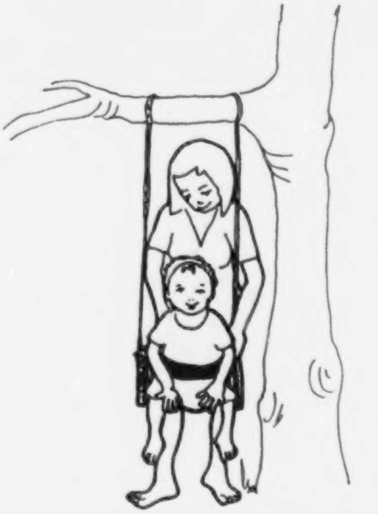
■ When the child can stand on one foot, ask him or her to hop on one foot.

Then ask the child to hop on the other foot.



■ Your child may also be able to walk on tip-toe. Ask him or her to stand up on the toes and then to walk.

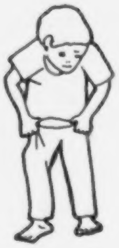
■ Your child may like to play on a swing. Make a swing by tying a rope to a tree branch. Use a piece of wood for the seat. The rope, branch, and wood must be strong enough to take the child's weight.



Let the child sit on the seat and hold the rope. Push the swing so that he or she will move forward and backward in the air.

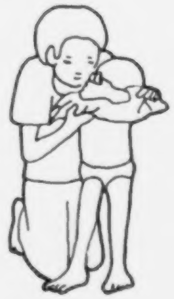
If the child can sit easily on the swing, ask him or her to move the body and try to swing without your help.

If the child cannot sit on the piece of wood, make a seat with three sides on it and strap the child into the seat.



■ When your child is able to undress without help, you can teach him or her to dress without help.

The child may be able to put some clothes on without help. Let him or her do what he or she can without help.

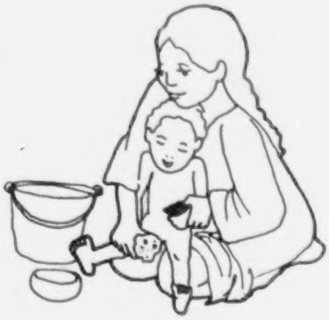


Then give the child the help he or she needs to put on the rest of the clothes.

Each day ask the child to do as much as he or she can without help. Do this until he or she can dress without help.

■ You can also teach your child to bathe without help.

Help the child first to pour water over himself or herself.

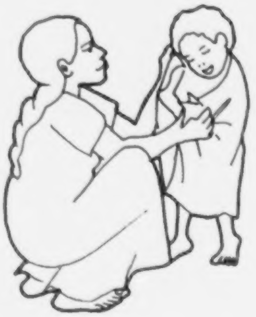


Next place your hand over the child's hands and pick up the soap. Help the child to rub the soap on his or her body.

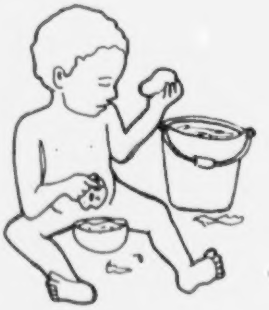
Show the child how to wash the different parts of his or her body: face, hair, arms, legs, front, and back.

Talk with the child as you bathe him or her. Teach the child names of different parts of the body.

Then help the child to wash the soap away.



With your hands over the child's hands, help the child to dry himself or herself with a clean cloth.



As the child does more for himself or herself, give less help until the child can wash and bathe without help.

Each time the child does something without help or does something well, let the child know that you are pleased.

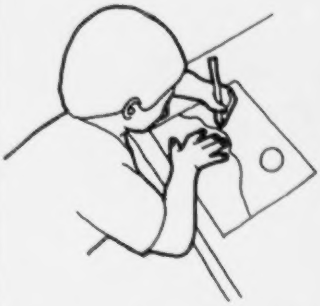
Results

■ If your child does these activities, try the movement and self-care activities in the next leaflet of this package.

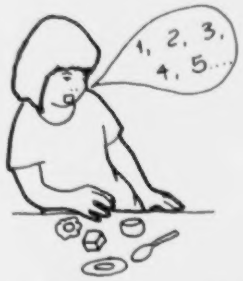
If your child does not do these activities, he or she may have difficulty moving or learning. Continue to try the activities. Talk with your Local Supervisor.

Play Activities — Leaflet 8

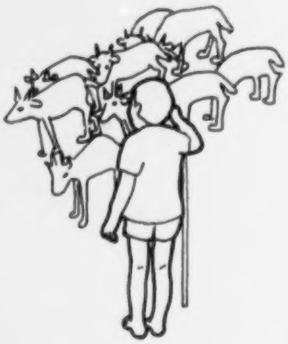
Communication and Behaviour



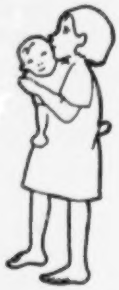
Draws pictures



Counts objects

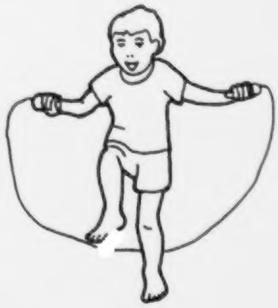


Helps family members with their work

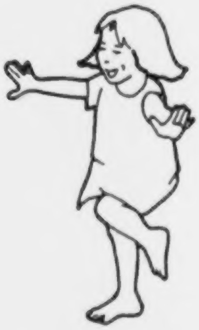


Takes care of younger children

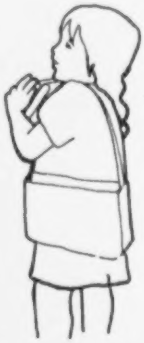
Movement and Self Care



Plays games with movement

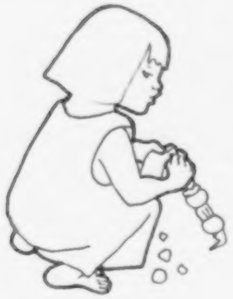


Skips



Goes to school

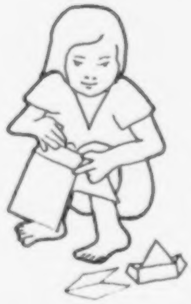
Communication and behaviour



■ If your child has done the other activities in this Training Package, he or she may be ready to learn new activities.

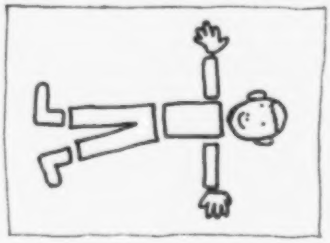
■ Give your child a piece of cloth. Teach him or her to fold it into different shapes and sizes.

Give the child small objects to wrap and tie in the cloth.



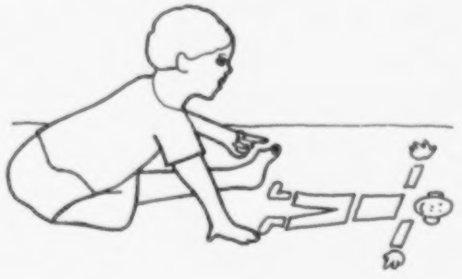
■ You can also teach the child to fold paper into different shapes and sizes. Then he or she can tear paper into different shapes and sizes.

Show the child how to make toys with paper. Show the child how to make boats, dolls, and animals.



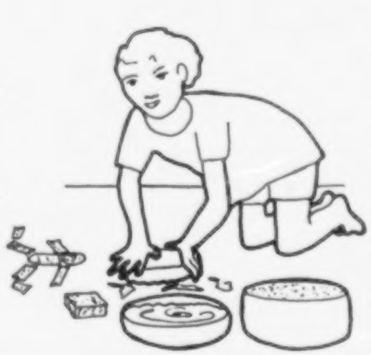
■ Draw the shape of a man on a piece of paper. Cut it out. Cut away the head, hands, arms, feet, and legs so that the man is now in many parts.

Show the child the different parts on his or her own body.



Show the child how to put together the different parts of the man.

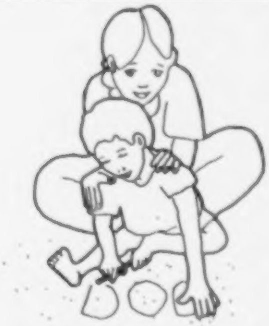
Ask the child to name the different parts of the man's body. Ask the child to point to that part on his or her own body at the same time.



■ Give the child two tins or buckets, one with water and the other with dirt.

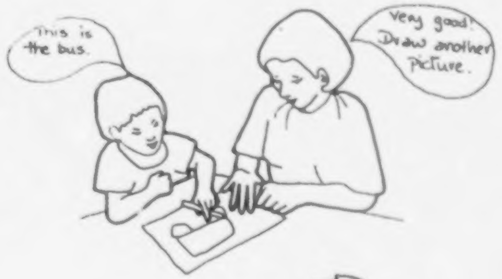
Let the child make mud by mixing the dirt with water. Show the child how to make toys with mud, such as houses, animals, people, and bridges.

Let the child play with the mud toys.

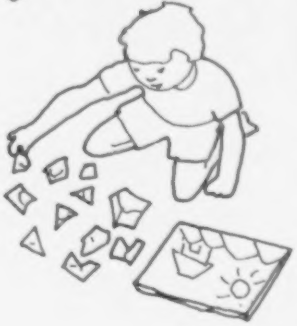


■ Encourage the child to make drawings of people, animals, houses, and trees. You can draw the pictures to show the child how to draw.

Show the child the drawings in this package. Show the child other pictures that you have in the home. Describe the drawings and pictures to the child.


This is the bus.
Very good! Draw another picture.

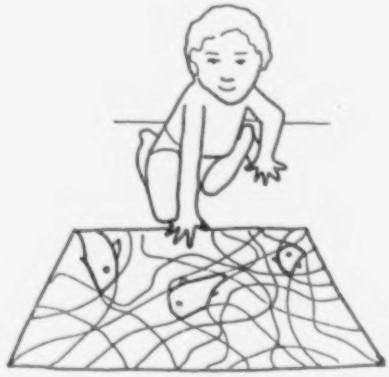
When your child draws a picture, ask the child to describe the picture. Tell the child that you like the picture. Encourage him or her to draw more pictures.



■ Show the child a picture on a paper. Cut the picture into pieces of different sizes. Tell the child to put the picture together again. Give the child the help that he or she needs.

When the child can do this without help, cut the picture into smaller pieces. Ask the child to put the pieces together.

■ Make a drawing in the sand or dirt with lines going in many directions and making many shapes. In between the lines draw certain objects such as fish, people, balls.



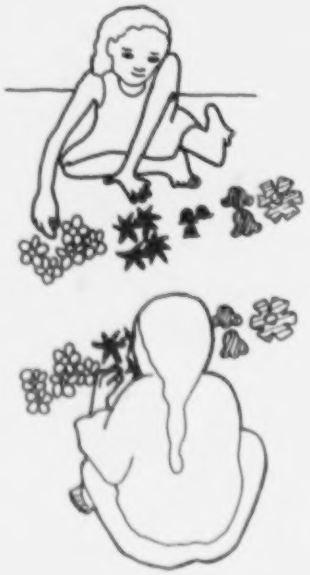
Show the drawing to the child and tell him or her how many objects there are in the drawing.

For example, in this drawing there are three fish.

Ask the child to find the fish. Tell the child to count out to you as he or she finds each fish.

If the child cannot find all the fish, help him or her to do so.

■ Collect two sets of flowers with the child. The two sets must be the same. Each set must have five flowers of one colour, four flowers of another colour, three flowers of a third colour, and so on.



Sit with the child. Give one set of flowers to the child and keep the other set.

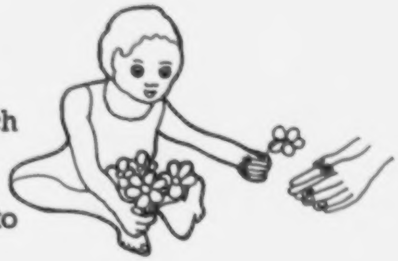
From your set take a group of flowers in the same colour group and place them in front of the child.

Ask the child to put the same number of flowers next to yours. Help the child to choose the number by the colour of the group.

Help the child to count the number of flowers in each group.

Repeat this using different numbers and colours until the child can count up to five.

■ Give five flowers to the child. Ask the child to give you one. Then give the flower back and ask the child to give you two.



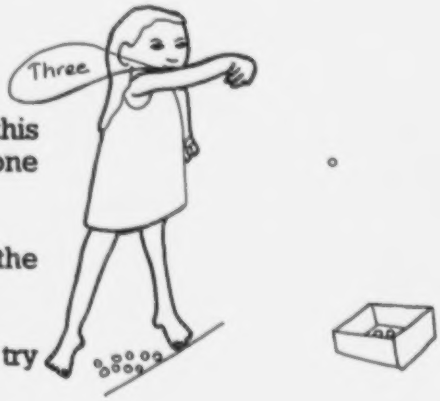
Continue up to five.

Next ask for the number of flowers in a different order, such as three, one, four and so on.

Repeat this from time to time until the child can count up to five.

Instead of flowers you can use seeds, paper balls, or other objects.

■ Give the child 10 to 12 pebbles and a box.



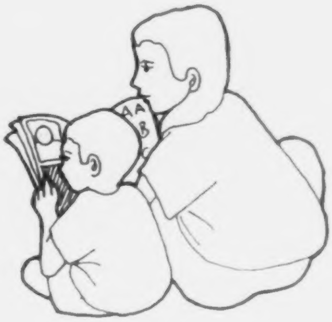
Let the child stand six steps away from the box. Mark this point. Ask the child to throw the pebbles into the box, one at a time.

Tell the child to count out each time a pebble falls into the box. Help the child to count out if necessary.

Let the child play this from time to time. Tell the child to try to drop more pebbles into the box each time.

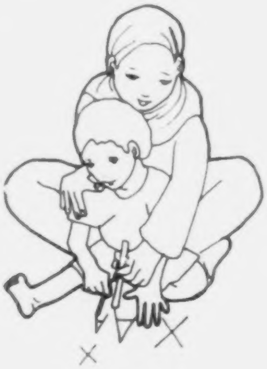
■ Sit with your child and show him or her how to look at books. Explain the pictures in the book to the child.

Give the child books that he or she can look at alone.



■ Find books with pictures that have a few words under the pictures. Read these books to the child many times. Let the child tell you what it says under the pictures.

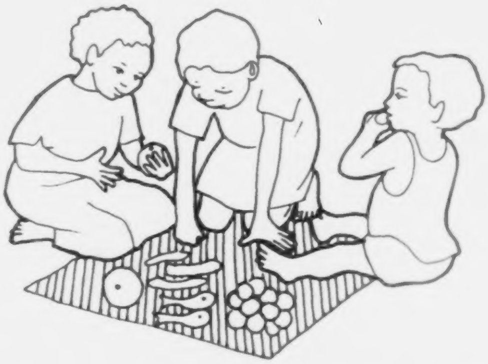
Then show the child different letters in the books. Help the child to find the same letters on other pages of the books. Tell the child to look for the letters without help.



■ Write letters on paper or in the sand and let the child trace them with his or her fingers. Teach the child to copy your letters. Teach the child to say the letters and to recognize them.

Show the child how to write numbers and letters.

Some children use their right hand for drawing and writing. Others use their left hand. Let your child use whichever hand he or she likes to use.



■ Ask two or three children to play with your child.

Encourage them to play "shop". Tell them first to collect objects from the yard, such as leaves, seeds, nuts, pebbles, and flowers. Show them how to use these as vegetables and fruits in the shop.

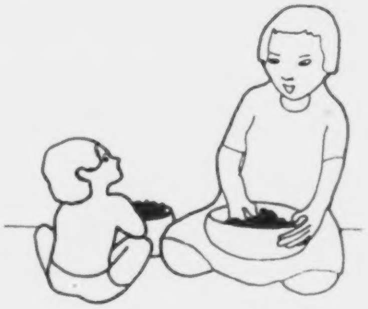
One child pretends to be the shopkeeper. The others pretend to be people in the village who come to buy things from the shop. Help the children to make up stories about the shop and the people as they play.

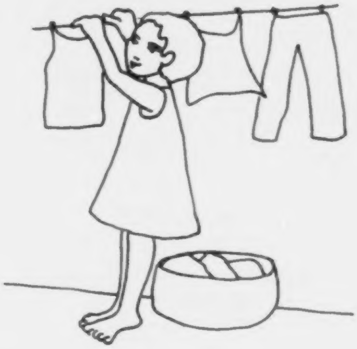
Show the children how to use paper or leaves as money. Show them how to count the money to buy and sell things.

Encourage the children also to play "house", "school", and "health centre". The children can pretend to be fathers, mothers, teachers, schoolchildren, health workers, or nurses.

- Let your child help you when you do your household activities.

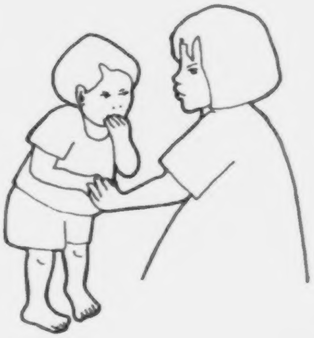
Keep the child near you when you cook. Give the child tasks to do and let him or her help you with the cooking.





- The child can also help you with washing clothes, cleaning the home and other such activities.

- If your child can help you with these activities, he or she may also be able to take care of a younger child.



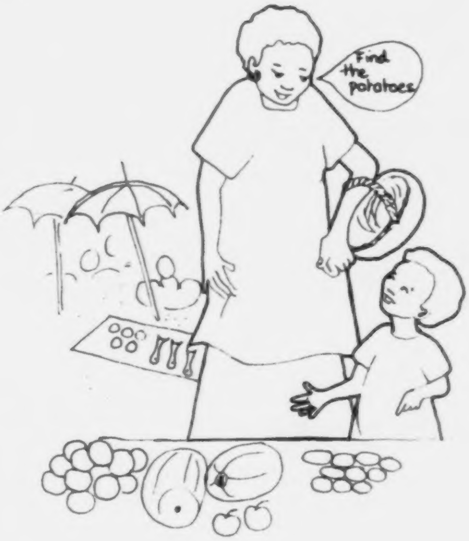
- You can also teach your child to go to the market for you.

Take your child to the market with you. Talk to him or her about the houses, shops, and roads that you pass on the way to the market.

When you are at the market, show the child how to find the things you buy.

After you have taken the child to the market with you many times, let him or her lead the way to the market.

Ask the child to find the things you want to buy in the market. Then let the child lead the way home from the market.



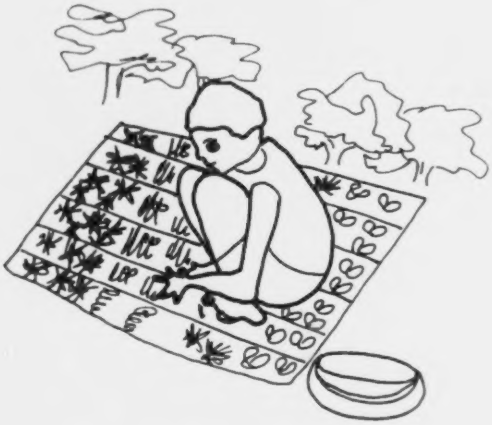
Let the child lead you to and from the market many times. When you think the child can go to the market alone, let the child go to the market for you.

In this way you will teach the child to find his or her way around the village.

■ You can teach your child to help in the garden.

Teach the child to plant seeds of vegetables, fruits, and flowers. Then the child can watch them grow.

Teach the child how to look after the plants, giving them water and keeping away harmful insects. Show the child the difference between the plants and weeds. Show him or her how to remove weeds.



Results

■ If your child does these activities, you and the child have done well. Your child is ready to go to school.

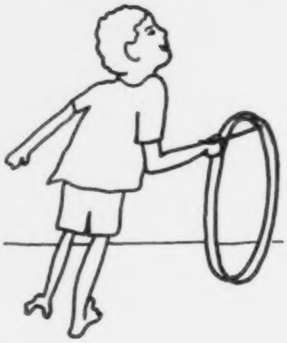
If your child does not do these activities, he or she may have difficulty seeing, hearing, or learning. Continue to try the activities. Talk with your Local Supervisor.

Movement and self care

If your child has done the other movement activities in this training package, he or she may like to do more activities with movement.

There are many activities that you can teach your child. He or she may also learn some of these activities from other children.

■ Find an old bicycle tyre or wheel. Teach the child to run along with the tyre or wheel, rolling it with the hands or with a stick.



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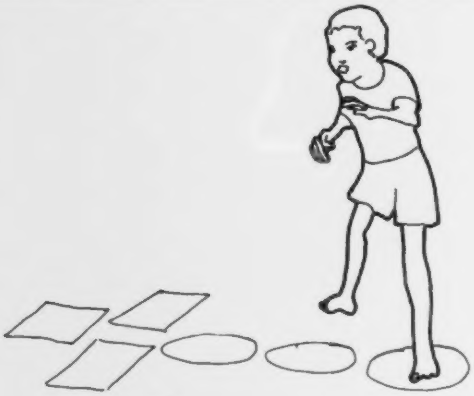
■ Show the child how to draw shapes on the ground in patterns.

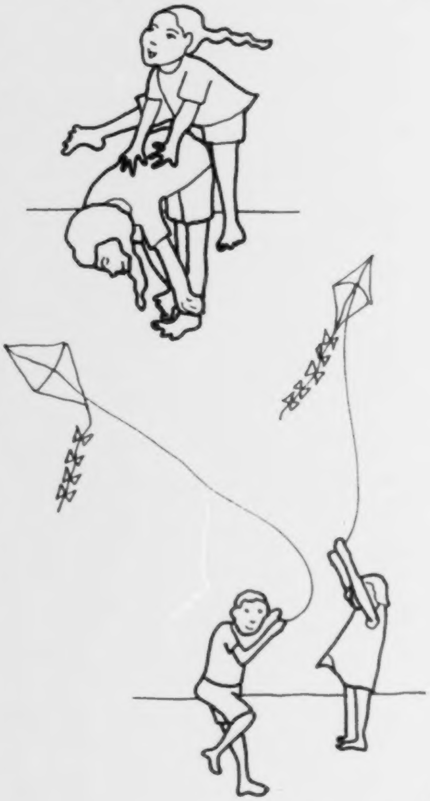
Tell the child to jump into the shapes.

Teach the child to hop on one leg from one shape to the other.



■ Get another child to play with your child. Teach them how to play "leap frog".

One child crouches down in the crawling position. The other child becomes the "frog" by placing his or her hands on the first child's back. He or she jumps over and crouches down in front of his or her playmate. Now they have changed places. The playmate who was crouching down becomes the "frog" and "leaps" over the child who is now in the crouching position. They may continue to play in this way as long as they keep changing places.

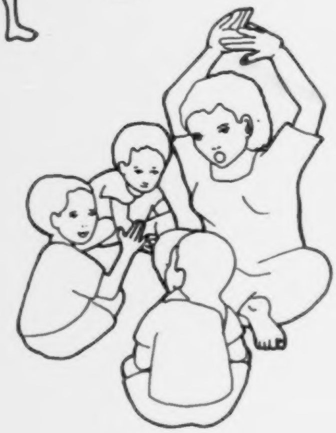


■ If other children in your village are flying kites, help your child to make a kite and to fly it.

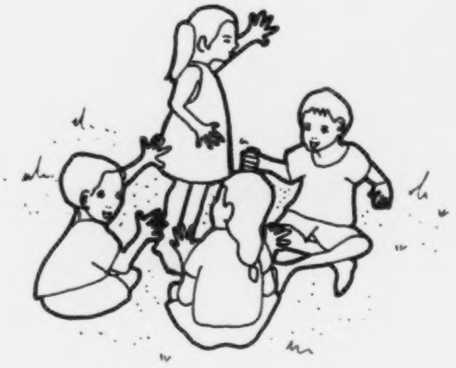
To make a kite, cut a large piece of thin paper into a shape the child likes. Tie light sticks of wood together as a frame for the kite and glue the paper to it. Tie bits of paper or light cloth to a string and attach it to the kite as a tail. Add a long string for the child to hold.

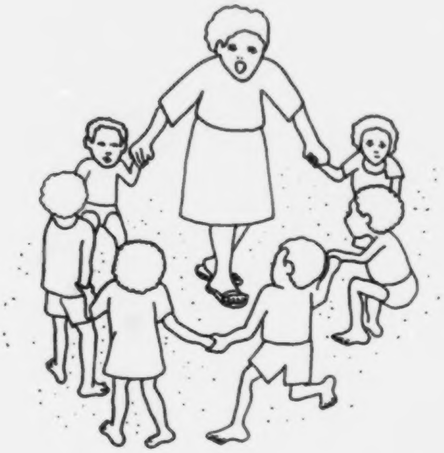
■ Get a group of three or more children together. Tell the children stories. Use different expressions on your face and move your arms, legs, and body to make what you say clear.

Then ask the children to tell each other stories in the same way.



■ Teach the children to tell each other stories without using words. Teach them to use expressions on their faces and movement of their arms, legs, and bodies to say what they want to say.





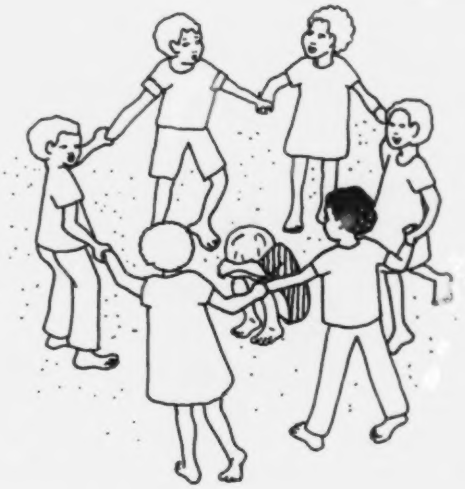
■ Get a group of four or more children together to play with your child. Teach the children to sing and dance as a group. Show them how to move around in a circle as they sing and to clap their hands. Teach them to move in different ways to the rhythm of their singing.

■ You can teach the children to play catcher.

In this game, one child pretends to be asleep and is called the catcher. The other children dance and run around the catcher in a marked circle.

The catcher pretends to wake up quickly and must touch one of the other children.

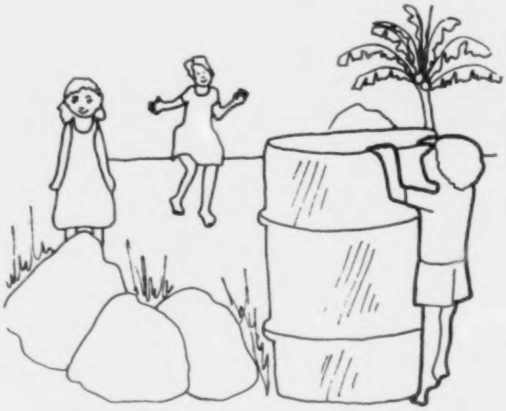
The child who is touched becomes the next catcher.



■ Ask two or more children to play with your child. Teach them to play "Hide and Seek."

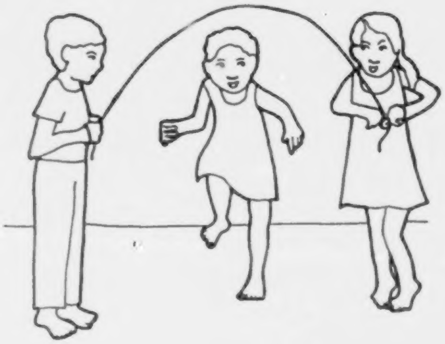
Tell the children that one of them must hide and the others will try to find him or her. Help one of the children to hide and tell him or her to call out from time to time. Tell the other children to look for and find the child who has hidden.

Each child must get a chance to hide.

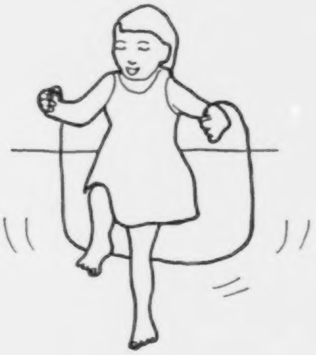


■ You can teach the children games that can be played with a rope.

Two children hold the rope at each end and move it round in a circle. Another child stands in the middle and jumps over the rope as it comes down. Teach the children to count out together each time the rope brushes the ground and the child jumps over it.

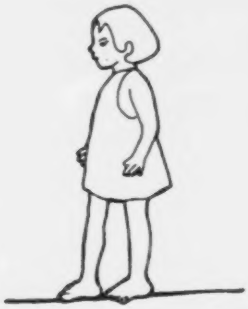


Teach each child to skip with the rope by himself or herself. Ask the children to count out as they skip. Make a game out of skipping. The person who skips the most number of times without stopping is the winner.

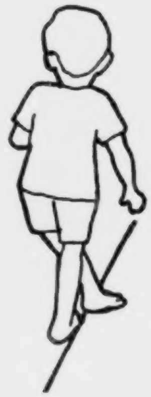


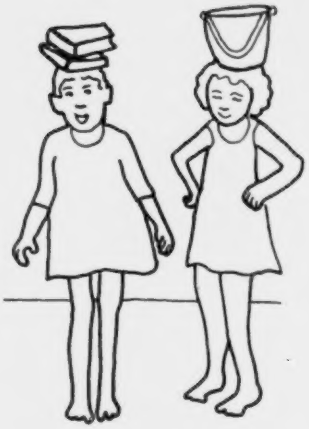
■ Your child can also use a rope in this way: Place the rope in a straight line on the ground. The child can walk placing his or her feet on the rope with long steps.

The child can walk placing his or her feet on the rope with small steps. The heel of the foot the child places in front must touch the toes of the other foot.



The child can cross his or her feet from one side to the other side of the rope while walking.





■ Teach your child to walk balancing books and other objects on the head.

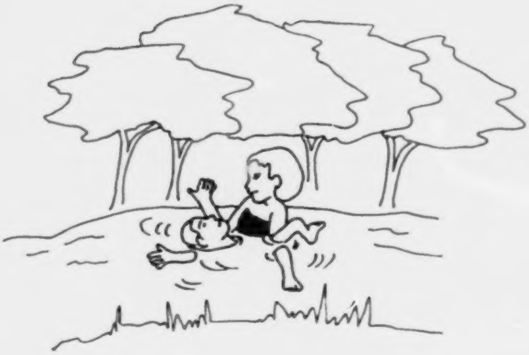
Get together three or more children to run races with your child balancing objects on their heads.

■ If there are lakes and rivers in your area, teach your child to swim.

Go with the child to the river or lake and play in the water with the child.

When your child is not afraid of the water, teach him or her to swim. Then it will be safer for the child to play in the water. If you cannot teach the child, find someone else to do it. Find a family member, friend or neighbour to teach the child.

If your child does not learn to swim, teach him or her not to go into the river or lake.



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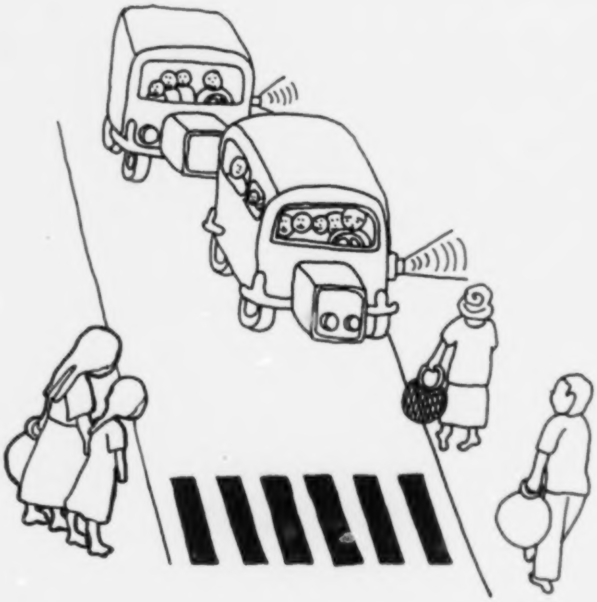
■ Before your child goes to school, teach him or her how to get to school safely.

Teach very young children not to go near traffic. Before older children start going to school, teach them to deal with traffic and to cross roads safely.

Take your child to the roadside. Teach the child to walk on the side of the road which faces oncoming traffic. In this way he or she can see the cars or other vehicles as they approach.



When you train your child to cross the road, teach him or her to look and listen for traffic approaching from both directions first. Explain to the child that he or she must cross the road only when the road is clear or the traffic has stopped. If there are signs to show where people must cross a road or street, teach the child to cross at these places.

Cross the road with the child many times, describing and explaining to the child how to do it.

Then tell the child to cross the road alone and watch him or her. Repeat this until you are sure that the child can cross the road safely alone.

If there is a lot of traffic on some roads, tell the child to ask an adult for help to cross the road.

Results

■ After you have used this package for some time, you can check your results by answering the question below.

Begin by watching the child you are training. Then answer the question by putting the date in one box after each question. Put the date in the box beside "yes" if the child plays like other children of the same age. Put the date in the box beside "No, plays like children below his or her age" if the child does some play activities but does not play like other children his or her age. Put the date in the box beside "No, does not play at all" if the child does not do any of the play activities.

Plays like other children of the same age?	Yes	☐
	No, plays like children below his or her age	☐
	No, does not play at all	☐

If your answer is "Yes," you and the child have done well. Continue to use this package until the child has done the activities in all of the leaflets.

If your answer is "No" it may be because of one of the reasons listed.

Go through the list to find a possible reason for the "No" answer and to see what you can do about it.

REASON	WHAT TO DO ABOUT IT
1. You do not let the child do all he or she can do.	Let the child try to do all that he or she can do. Continue the training until the child does the activities. Then stop using this package.
2. The child does not do all of the activities that he or she can do.	Encourage the child to do the activities. Ask other children to play with the child. Continue the training until the child does the activities. Then stop using this package.
3. You have not trained the child long enough.	Continue training the child until he or she does all of the activities. Then stop using this package.
4. You have not followed the instructions correctly.	Read the package again. If you think you have not understood the instructions, discuss them with your Local Supervisor. Then continue to use the leaflets.
5. The child cannot play like children of his or her age because of his or her disability.	The child may still be able to do more activities than he or she is doing now. Discuss this with your Local Supervisor. You may continue to use the leaflets.

If you continue to use this package, train the child for some time. Then answer the question again to see if the child does more play activities.

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

TRAINING IN THE COMMUNITY FOR
PEOPLE WITH DISABILITIES

27.

Training package for a family member of a child with a disability

Schooling

What Is This Package For?
The instructions in this package will help you to arrange for the child who has a disability to go to school.

World Health Organization
Geneva, 1989

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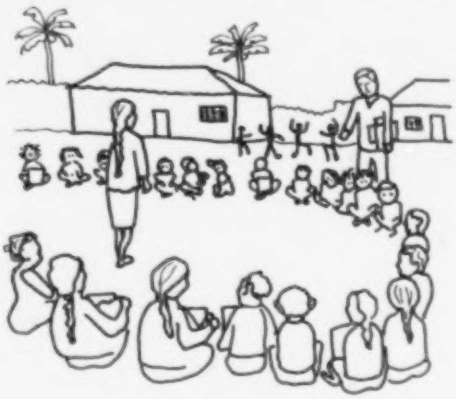
27. Training package for a family member of a child with a disability

Schooling

Why the child should go to school



- Schooling helps children to develop their minds, to learn about the world around them, and to become useful members of the community.

- It is possible that the child with a disability is not able to learn to read, write, and count as well as other children. But it is important that the child goes to school for the following reasons:

Schooling develops the abilities that the child has.

Schooling helps the child to make friends and gives him or her the feeling of belonging to a group.

Schooling teaches the child how to get along with others, how to work with others, and how to behave in company.

Schooling teaches the child to accept rules.

Schooling teaches the child to take responsibility.

Schooling helps the child become an independent adult.

Schooling prepares the child to be able to earn money for himself or herself.

Schooling teaches the child the activities that will help the child to carry out his or her part in the family and community.

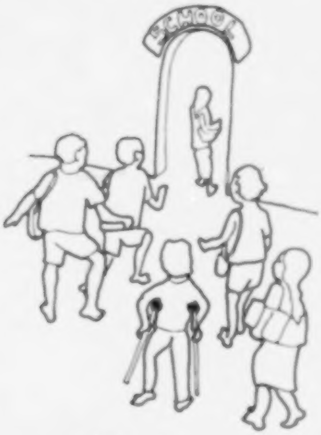
■ All this helps to develop the abilities that your child has.

■ If your community has a preschool class, ask the schoolteachers if the child can go there. Then the child will be better prepared for primary school.

■ The schoolteacher may not be used to having a child with a disability in the classroom. The teacher may not be ready to take your child into school. If you have difficulty getting your child into a school tell your Local Supervisor about it. Ask your Local Supervisor to discuss this with the teacher.

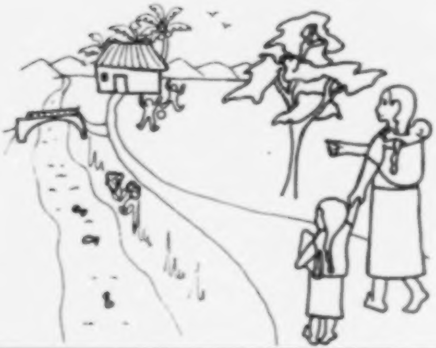
■ It is best for the child to be able to go to the same school as other children in your community.

Going to school and coming back home



■ The child should be able to go to school and come back by himself or herself.

If the child is not able to do this, try to train the child.



■ To help the child learn to go and come back alone, always go the same way when you walk together.

As you walk, point out what is happening on the way. Show the child landmarks such as trees and houses. Point out sounds such as those of rivers, roads, or people working.

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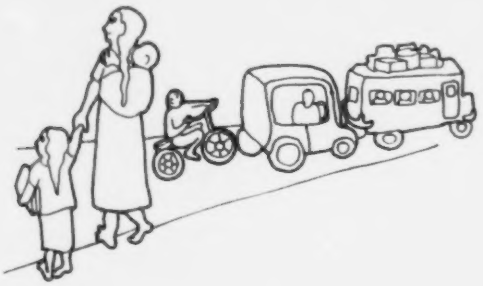
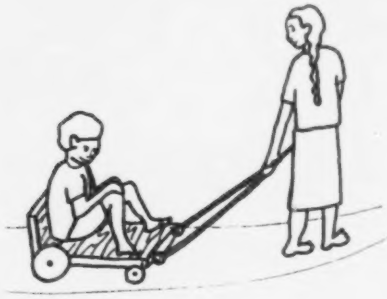


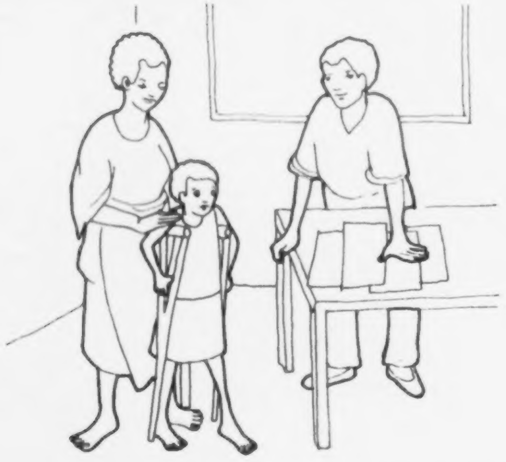
- Teach the child how to cross roads and what to do when there is traffic. The child should watch and listen for any vehicles. He or she should cross only when the road is clear or the vehicles have stopped.
- Walk with the child to school and back many times. This is how the child will learn to find his or her own way.
- The child may not be able to learn to walk to school by himself or herself. Or you may not want the child to walk to school alone. If so, take the child to school and bring him or her back yourself.

If you cannot take the child yourself, find someone else to do it. A family member, neighbour, friend, or a schoolmate can take the child to school and bring him or her back.



- The child may not be able to walk and may be too heavy to carry. If so, use a trolley, a wheelbarrow, or an animal, or something similar to carry the child to the school and back.
- The child should be at school on time and should go to school regularly. This will help the child to fit in and feel comfortable with the other children.

About the child in school



- When you first take the child to school, explain the following to the teacher:

What the child is able to do.

Tell the teacher for example, how the child moves around and how the child communicates.

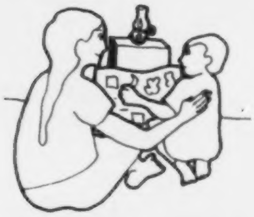
What difficulties the child may have.

What medicine the child should take while at school.

Ask the teacher to see that the child takes the medicine at the correct times.

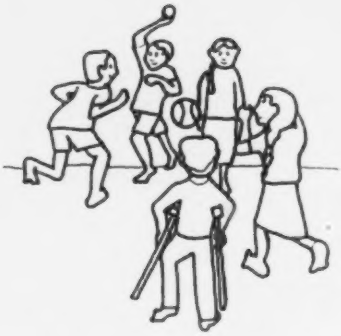
How often the child needs to go to the latrine.

- At this time you can also speak with the teacher about any other problems that the child may have.

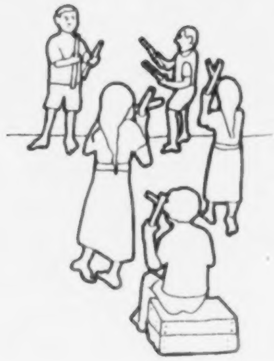


■ Ask the teacher what the child should learn at home. Help the child at home with this schoolwork. If you cannot help the child, arrange for someone else to do it. Another family member, friend, neighbour, or schoolmate can help the child. In these ways you help the child to learn.

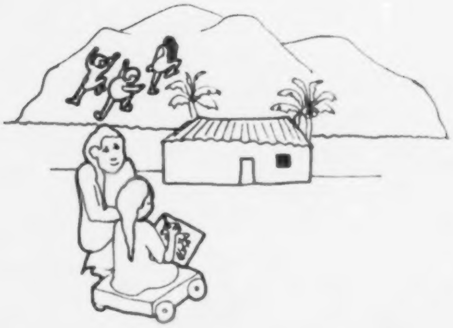
■ You may need to stay with the child in school for the first few days. This will help the child feel comfortable and help the child, the teacher, and the other children to get to know each other.



■ Make sure that the child joins in school activities that he or she enjoys, such as school games, sports, music, field trips, and scouting.



■ The teacher may arrange the activities that the child wants to join in such a way that the child is able to do them.

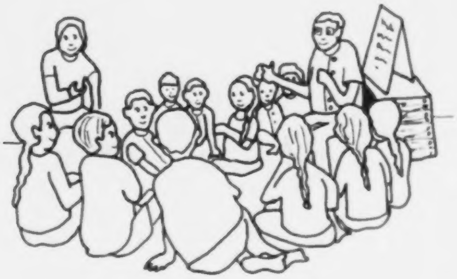


■ Perhaps the child can join in only some activities. For example, the child may not be able to play very active games.

The teacher may then provide other activities for the child when other children are doing things that the child you train cannot do.

- When the child does well at school, do not forget to tell the child that you are pleased. This will make the child happy and will encourage him or her to do even better in the future.

- When a child with a disability is at school there might be problems with the other children. The other children may call the child bad names or even hit him or her. If this happens, talk to the teacher about it. Ask the teacher or your Local Supervisor for advice on what can be done to help.

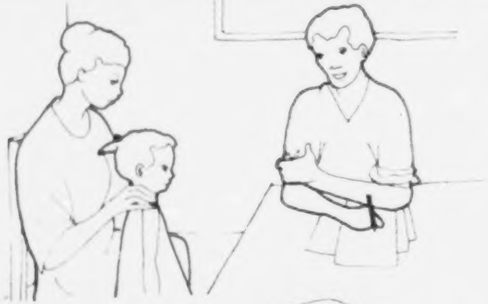


- The teacher will try to change the behaviour of the other children. He or she may tell the other children about the child's disability. The teacher may tell the other children to help the child learn. These children should understand that it is important to be kind to the child with a disability.

- If necessary, the teacher could speak to the parents of the other children in the class. The parents can then talk with their own children so they behave well towards the child with a disability and help and protect him or her.

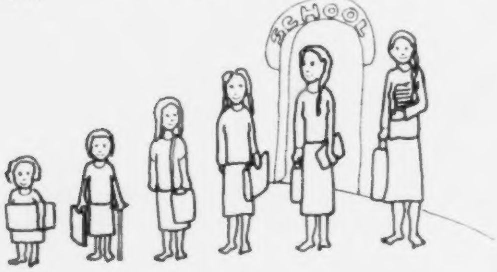
- If the teacher needs help at school, the community should try to provide a volunteer to help the teacher and any children with disabilities. The volunteer may also give your child any extra help needed during school hours.

If you have the time, you can volunteer yourself to help the teacher at school.



- From time to time, perhaps at the end of every school term, meet with the teacher. Together you can talk about how the child is doing. Ask the teacher about any problems the child may have.

If the child has any problems in school, now is the time for you and the teacher to find ways to solve them or get around them.



- Make sure that the child you train gets all the years of schooling that a child in your community can have.

Results

After you have used this package for some time, answer the question.

Put the date in the box beside the sentence that describes what the child does.

Goes to school?	Yes, does normal school work	☐
	Yes, but does school work below his or her age	☐
	Yes, but does not do school work	☐
	No	☐

If your answer is "Yes, does normal school work," the child has done well. You no longer need this package.

If your answer shows that the child does not do normal school work, or does not go to school, it may be because of one of the reasons listed. Go through the list to find the reason and to see what you can do about it.

REASON	WHAT TO DO ABOUT IT
1. You think that the child cannot do normal school work because of his or her disability.	Read the package again. Discuss it with the teacher and your Local Supervisor. You may decide to let the child stay at school.
2. You do not send the child to school because you think that the child will not be helped by schooling.	Read the package again. Discuss it with the teacher and your Local Supervisor. You may then decide to send the child to school.
3. The child may not go to school because you have not found a way to get the child to school and back.	Ask your Local Supervisor to help you find a way to get the child to school.
4. The school may not have accepted the child.	Speak to the teacher about it. You can also ask your community leaders to help you.
5. There is no school in your community.	Speak to the community leaders about starting a school.

If you continue to use this package, answer the question again after some time. If the answer is "Yes, does normal school work," you and the child have done well. You no longer need this package.

Training packages

For family members of people who have difficulty seeing

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2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

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6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
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22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
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General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

TRAINING IN THE COMMUNITY FOR PEOPLE WITH DISABILITIES

28.

Training package for a family member of a person with a disability

Social activities

What Is This Package For?

The information in this package will help you to understand the person with a disability. The instructions will help you to make others understand the person with a disability. The instructions also include how to help the person to join in family and community activities.

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Geneva, 1989

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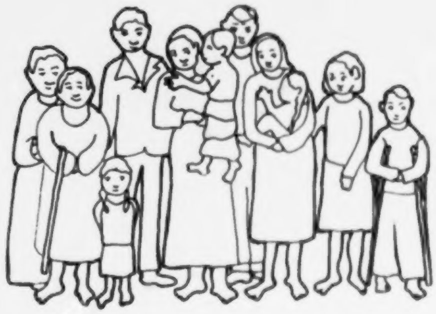
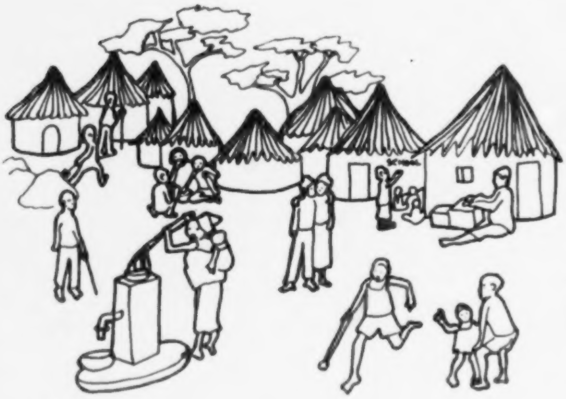
28. Training package for a family member of a person with a disability

Social activities

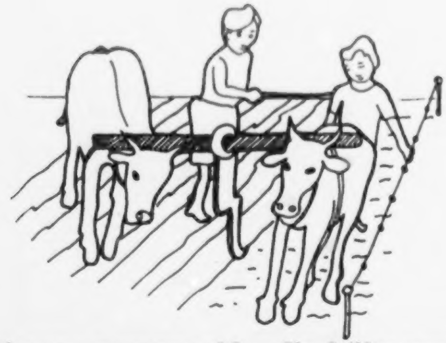


■ The person you train may be your grandmother, grandfather, mother, father, husband, wife, aunt, uncle, sister, brother, or your child. The person may be your friend. He or she needs to be an equally important member of a family. He or she needs to join in family life, even if he or she has a disability.

Every person needs to be an active member of a community. The person you train should be able to join in community activities.

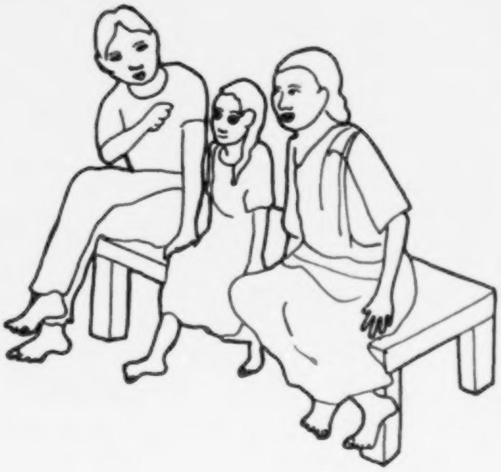


■ Both the family and community should think of a person with a disability as an equal member of the family and the community. The family and community should not overprotect him or her because of the disability. They should not make the person feel less important because of the disability.

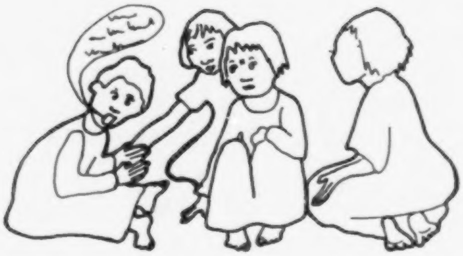


■ People with a disability may not be able to do all the activities other people do. Or they may not do them in the same way. But the family and the community can teach their members with disabilities to do as much as possible.

■ Sometimes a person with a disability cannot learn to do all the things that other people do. Then that person should have the help of family and friends to do whatever he or she cannot do. Family and friends can help the person to be an active member of the family and community, even with the disability.

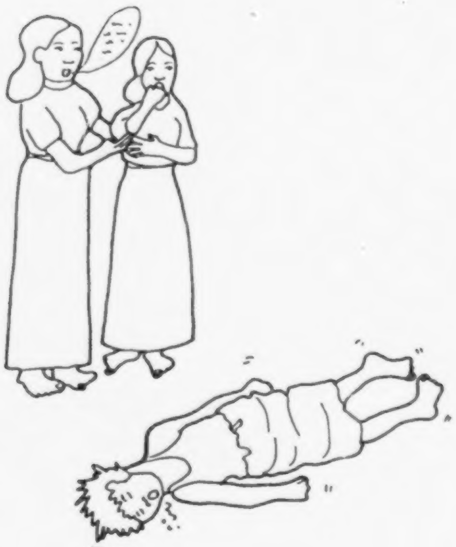


- Members with disabilities may not be well accepted in some families and communities. There are many reasons for this. Some community members believe that disabilities are caused by evil spirits. They may believe that a person is given a disability as a punishment. They may believe that thay can get a disability if they look at or touch a person with a disability. Because of these beliefs families and communities sometimes keep their members with disabilities at home, which makes them feel less important.



- Because of their disability some people look, speak, and behave in ways that others find different. People then think that people with disabilities are not like them. But people are still people whether they have disabilities or not.

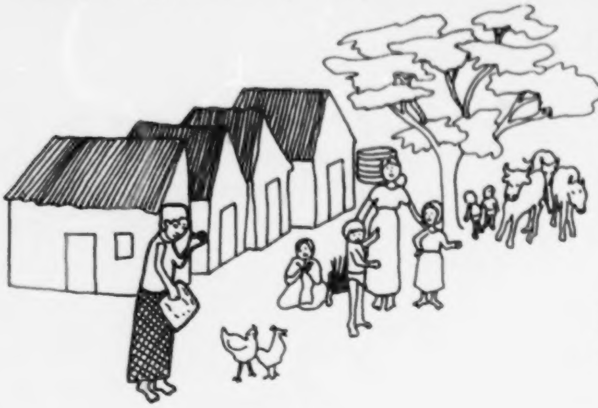
- Children and adults in the community may not notice what their members with disabilities say or may laugh at their problems. Members with disabilities may be seen as being less important than other community members.



- People who laugh at a person with a disability do not understand. They do not know very much about people with disabilities. They do not know about disabilities, or what causes disabilities. This is what makes them afraid.

Ask your Local Supervisor to teach these people about disabilities and their causes. Then they will understand better the members of their community with disabilities. Then their fears will disappear. Families and communities will then accept people with disabilities as equals.

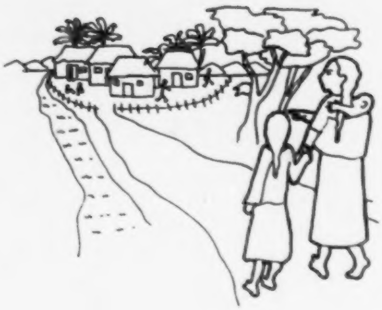
Helping other people understand "disability"



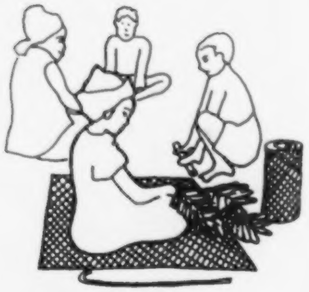
- Children or adults with disabilities need to meet friends and neighbours in the village and to get to know them. Do not try to hide the person you train. He or she needs to be with people just like others.

- Take the person around the village to meet people and to learn about the village.

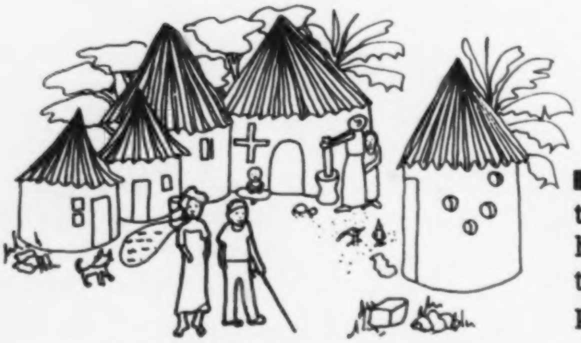
Then let the person go around the village alone.



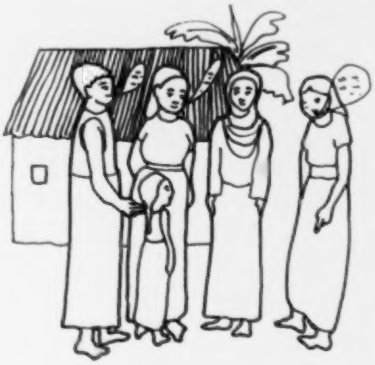
- If the person cannot move around the village alone, train him or her to do this. Ask your Local Supervisor for a package which you can use to train the person to move around the village alone.



- Tell friends and neighbours about the person's disability. Tell them what the person is able to do. Let them know that the person can do all or almost all of the things that they do.

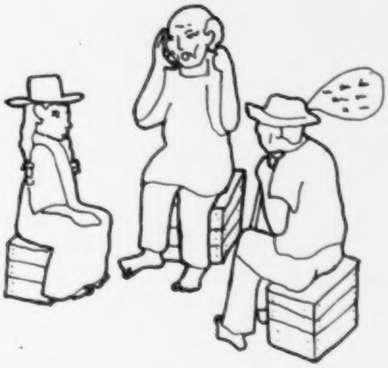


- When you walk around with the person talk to him or her. Describe what is happening around you. If the person you train cannot see, tell the person about the people you see and meet.

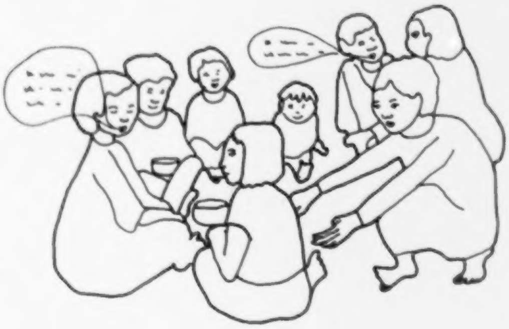


■ Take the person to visit friends and neighbours. Then teach the person to visit friends and neighbours alone.

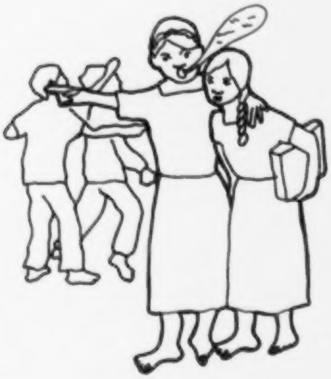
Arrange for the person to meet other people of the same age. Help them to meet often and help them to become friends.



■ Explain to others that people with disabilities often feel cut off from their families and communities. Elderly people with disabilities often feel like this. They may feel lonely. Tell others to help these members feel that they belong to the family and the community.

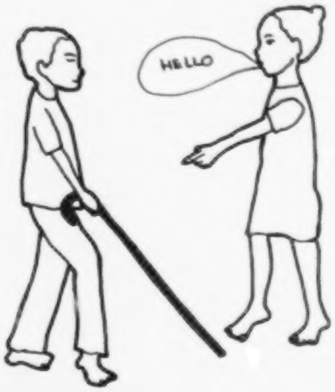


■ When you are in a group include the person in your conversations. Make sure that he or she understands what is said. Make sure the person gets a chance to say what he or she wants to say. You may need to give the person a longer time to say something.



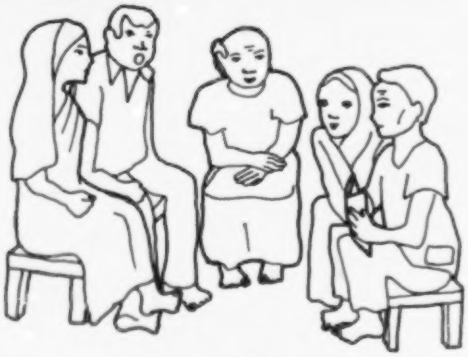
■ If the person has difficulty hearing and so cannot communicate well, teach others how to communicate with him or her. Tell them they should help the person to understand what they say. Tell them that otherwise the person may misunderstand.

If the person cannot speak clearly, other people may not understand what he or she is saying. They will need to listen carefully. Then they will be able to understand better what the person says.

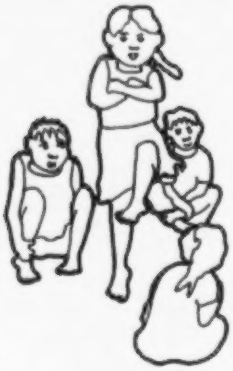


- If the person cannot see, he or she may not know when other people are near. Tell friends and neighbours to speak to the person first so that he or she will know that they are near.

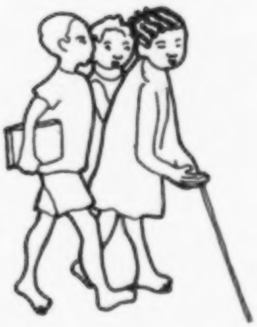
Joining in family activities



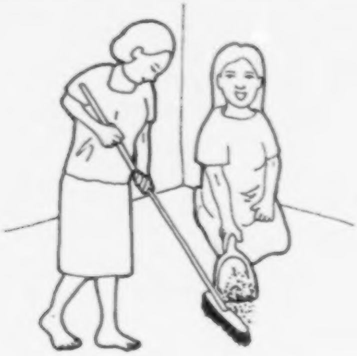
- Bring together the family of the person. Talk with the family about how the person can participate in family activities and be an important member of the family.



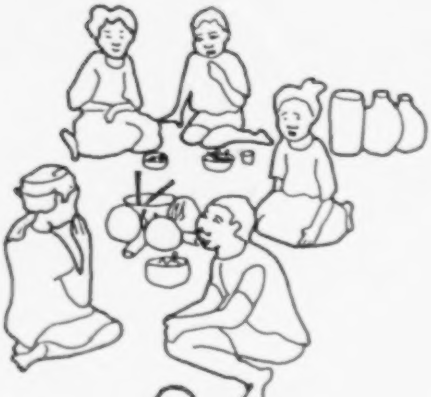
- If the person is a child, he or she needs to play with other children and to do the same activities that other children do.



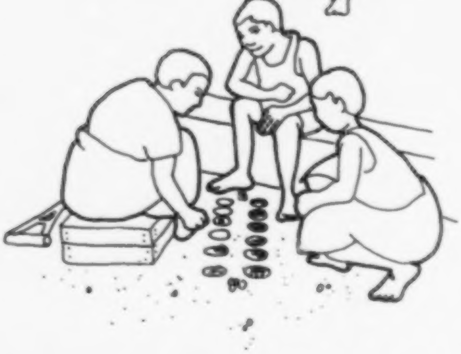
- The child needs to go to school at the same age as other children.



- Encourage the person to do activities that help others in the family, such as household activities. The person may not know how to do household activities. If so, ask your Local Supervisor for a package which you can use to train the person to do household activities.



- Make it possible for the person to join the family in doing what the family does together. For example, the person should eat meals with the family.



- The person should participate in family conversations. The person should join in games with the family. When the family listens to the radio or watches television, the person should also be enouraged to join in as part of the family.

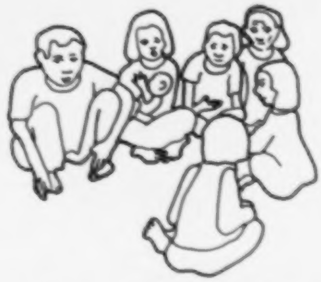
- The person should join the family in festivals. He or she should travel with the family, for example, to religious meeting places. The family should also take the person with them to marriages, funerals, and other events.

- If the person is an adult who wants to get married, help him or her. Help the person to raise a family if he or she wants to raise a family. You could ask your Local Supervisor to give the person advice about marriage, and also advice about having children.

- Talk with the family about what each family member can do to help the person participate in activities in the community. For example, family members can help the person meet other people, go to the religious meeting place or go to the health centre.

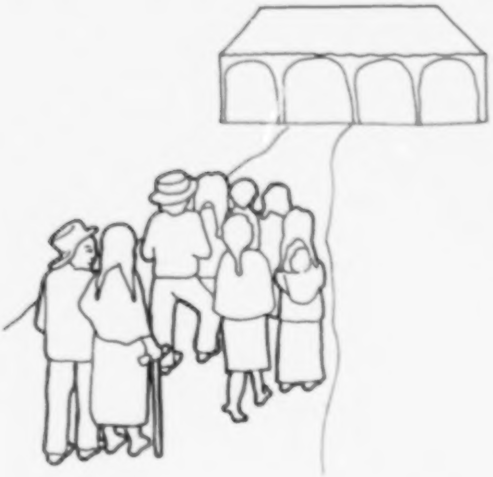
Bring the family together from time to time. Talk about what the person is able to do and what more he or she can learn to do.

- If the person cannot do a certain activity, talk about this with the family. Find out why he or she cannot learn to do it. Try to find ways for the person to do the activity.



- Arrange for families who have members with disabilities to meet from time to time. Then such families can discuss their problems, share experiences, and help each other.

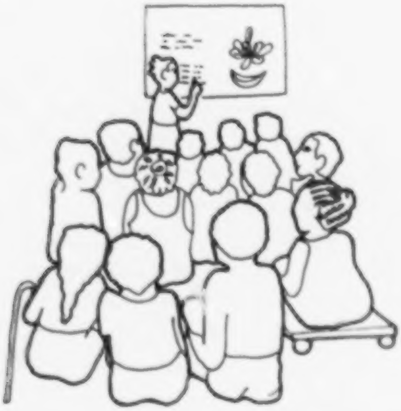
Joining in community activities



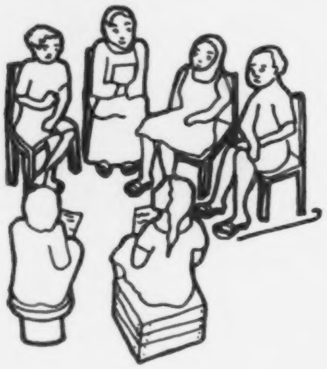
- Make it possible for the person to join in community activities when he or she wants to.

Tell the person about meetings, religious activities, and other activities in the community. Ask the person if he or she wants to join in these activities.

- If the person cannot go alone to the place where these activities are held, take him or her to the place. If you cannot take the person yourself, arrange for someone else to do it. Arrange for a family member, friend, or neighbour to take the person.

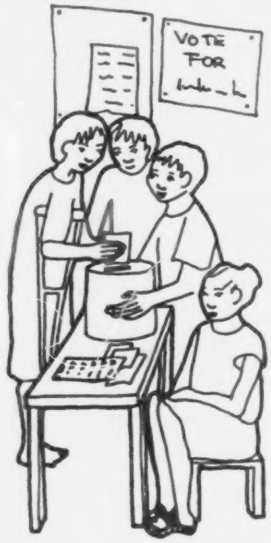


- Tell the person about any voluntary organizations in the village such as youth, scouting, women's, agriculture, or sports organizations. Find out if the person wants to be a member of any of these organizations. If he or she wants to to be a member, go with the person to the organizations. Ask them to help the person become a member.



- Ask the person if he or she wants to take responsibility in community organizations, such as village councils, or health and school committees.

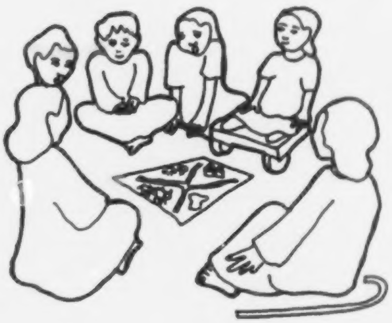
If the person wants to take responsibility in any organization, make sure that the person knows when the elections are held. Then he or she may ask to be elected to that council or committee.



- You will need to make sure that the person's name is on the election register so that he or she can vote.

- You or the person may think that more can be done for members of the community who are disabled. If so, ask the Community Rehabilitation Committee to start a group or an organization for them.

People with different disabilities and parents of children with disabilities can belong to such a group or organization.



This group can be responsible for making sure that members of the community with disabilities have the same opportunities as others. They should be able to use all community services, get employment, housing, schooling, transport, and water supply, and take part in social activities.

Ask your Local Supervisor for a guide about how to set up community organizations of people with disabilities.

Results

After you have used this package for some time, answer all the questions.

Begin by watching the person you are training. Then, on the checklist, mark "Yes" if the person does the activity. Mark "No" if the person does not do the activity.

QUESTIONS	ANSWERS	
Family activities	Yes	No
Has meals with family?		
Helps other family members?		
Joins in activities with family inside the home?		
Joins in activities with family outside the home?		
Community activities		
Visits friends and neighbours?		
Joins in religious activities?		
Is a member of a community group or groups?		
Votes at elections?		
Holds responsible post or posts in the community?		

Now answer the next two questions for the family activities and for the community activities. If all of your answers on the checklist are "Yes", put the date in the box beside "Yes" for the question that refers to that part.

If some of your answers in one part are "Yes" and some are "No", put the date in the box beside "Sometimes" for that part.

If all of your answers in one part are "No", put the date in the box beside "Not at all" for that part.

Joins in family activities?	Yes	☐
	Sometimes	☐
	Not at all	☐
Joins in community activities?	Yes	☐
	Sometimes	☐
	Not at all	☐

If both of your answers are "Yes", you have done well and the person is able to join in family and community activities. You no longer need this package.

If one or both of your answers are "Sometimes" or "Not at all", it may be because of one of the reasons listed. Go through the list to find the reason for these answers and see what you can do about it.

REASON	WHAT TO DO ABOUT IT
1. The person does not want to join in an activity.	Explain to the person how joining in with the activity can help him or her.
If the person now wants to join in the activity —	Repeat the training until the person can do the activity. Then you no longer need this package.
If the person still does not want to join in the activity —	Stop asking the person to do the activity. After some time you can try again to get the person to do the activity.
2. The family and community have not accepted the person as an equal member.	Explain to them again why they should accept the person. Give reasons why, and how this can help the person with a disability.
3. You have not trained the person long enough.	Continue training the person. If you have no results after six months, ask your Local Supervisor for advice.
4. You have not followed the instructions correctly.	Read the package again. If you think that you have not understood the instructions, speak to your Local Supervisor. Then repeat the training until the person can do the activity. Then stop using this package.
5. The person cannot be trained to do the activity because of his or her disability.	Stop using this package.

If you continue to use this package, train the person for some time. Then answer the questions again to see if the person does more activities.

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Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

TRAINING IN THE COMMUNITY FOR PEOPLE WITH DISABILITIES

29.

Training package for a family member of a person with a disability

Household activities

What Is This Package For?
The instructions in this package will help you to teach the person with a disability to do household activities more easily. The training includes activities such as cooking; marketing; pounding, grinding, and sifting grain; fetching water; fetching firewood; washing clothes; taking care of children; sewing; cleaning the home; and growing vegetables.

World Health Organization
Geneva, 1989

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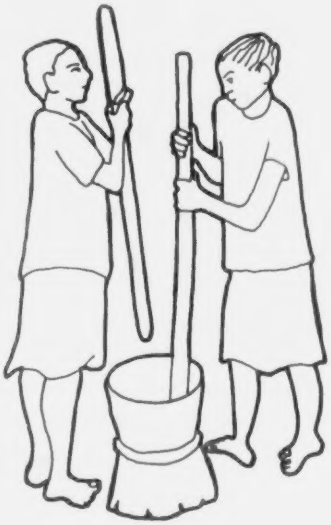
29. Training package for a family member of a person with a disability

Household activities

■ Some common household activities that most people need to do include cooking; washing; pounding, grinding, and sifting grain; fetching water; fetching firewood; washing clothes; taking care of children; sewing; cleaning the home and yard; repairing the home; and growing vegetables. The person you train may not need to do all of them. Try to train the person to do all the activities that he or she needs to do. Or you can train the person to help someone else to do some of the household activities.

■ Some household activities may be difficult for a person with a disability to do. The person may have to go a long way to fetch water and firewood or to wash clothes. The person may have to carry water and firewood alone over hilly or sandy ground. Pounding and grinding grain may be tiring for a person with a disability. And these activities may take up most of the person's day.

The person you train may not be able to do some of the household activities by himself or herself. If so, the family should help the person to do these difficult activities.



■ This package describes how you can train a person with a disability to do household activities. You can also use this package to make it easier for the person to do household activities.

There may still be certain activities that you cannot train the person to do, such as fetching water. Then you can arrange for a friend or neighbour to do the activity for the person. The person you train could then do something else for the friend or neighbour in return, such as baking bread.

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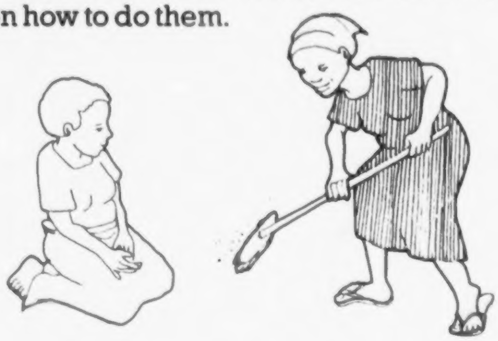
How to teach the person to do an activity

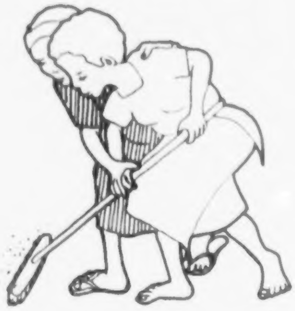
■ Perhaps the person you train was doing household activities before becoming disabled and still knows how to do them. If so, follow the instructions in this Training Package to help make the activities easier.

■ The person you train may have forgotten how to do the activities or may have never done them before. If so, you need to teach the person how to do them.

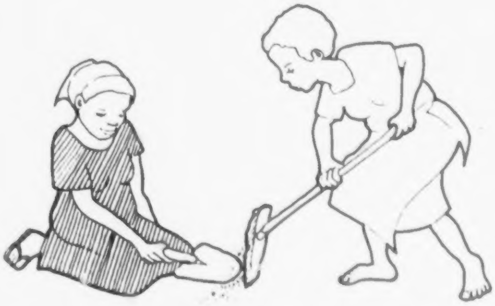
■ To teach an activity, do it yourself first. Show and explain to the person what you are doing. Let the person watch and listen. Let the person touch and feel how you are doing the activity.



■ Then ask the person to try to do the activity. Put your hands over the person's hands and do the activity with him or her. Let the person do as much as possible without help. But give the person the help he or she needs to complete the activity.



■ Train the person like this every day. Repeat this every time you train the person. Each time give the person less help until he or she can do the activity without your help.



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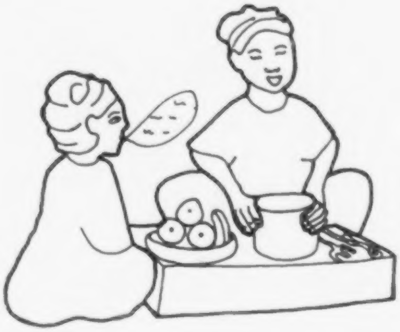
What to remember when teaching the person an activity

■ First, you need to find out how the person understands you. He or she may understand by listening to you, by watching you, or by touching you as you do an activity. The person may understand you best by doing an activity with you.

Find out how the person you train understands you. Teach in the way that is easiest for the person to understand.

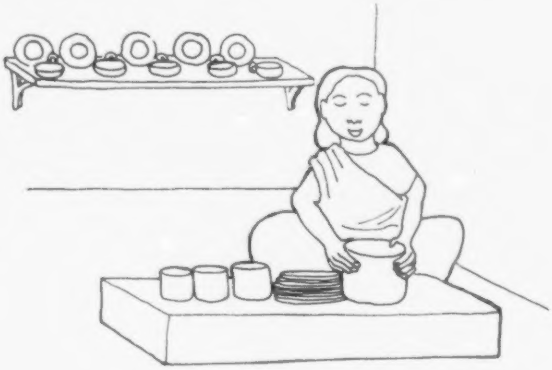


■ Teach the person only one activity at a time. Only begin teaching another activity when he or she has learned to do the previous activity well.

■ Start with an activity that you think the person will learn easily.

■ It is easier to do an activity when the things needed for it are always in the same place. Also it is easier when the work is done in the same way each time.

So teach the person to keep the things such as pots, pans, and tools always in the same place. Also teach the person to do the work in the same way each time.



■ Sometimes a person with a disability does not want to do household activities. If the person you train feels this way, try to encourage him or her to want to do these activities. Explain to the person that it will make him or her feel needed and useful. The person you train can make the family happier by being helpful.

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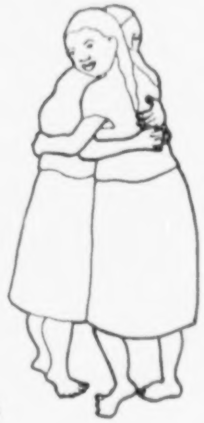
■ When the person learns to do a new activity, or does something well, show the person that you are pleased. Let the person know that he or she has done it without help. The person's family should do the same. This will make the person happy and he or she will want to do well and to help again.



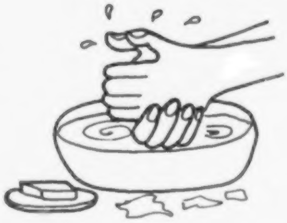
Activities that the person needs to be able to do

Cooking

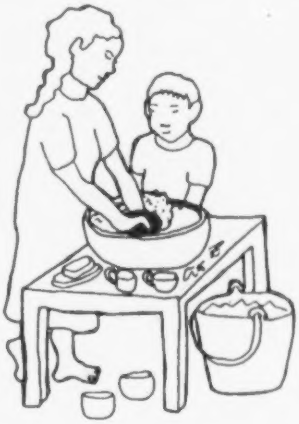
■ To stay healthy, a person needs green vegetables and fresh fruit as well as rice or potatoes. Help the person learn how to grow soya beans, green leafy vegetables, peas, papaya, or other vegetables and fruit that grow well in your area. Teach the person to use some of these every day for family meals.

■ Tell the person to make sure that good things in the food, such as vitamins, are not lost during cooking. He or she should cook the food in just a little water and should not let it cook too long. The person can use water left after cooking for drinking or for making soup.

■ Teach the person to wash his or her hands before and after preparing food. Explain to him or her that cleanliness helps prevent diseases.



■ Also teach the person to wash the dishes and other things used for cooking and eating. They should be washed before and after use.



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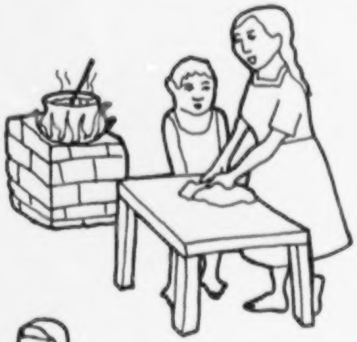
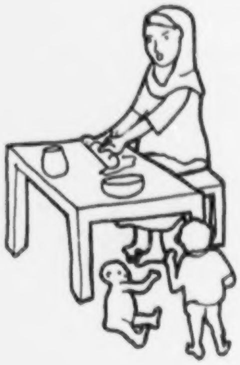
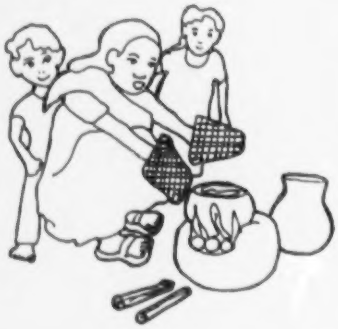
- The person may have difficulty working while sitting on the ground. If so, make a small table of wood so that the person can prepare food on the table. This way he or she can work while standing up.

Place the table near the fireplace so that the person does not need to lift heavy pots up and down or to carry them too far.

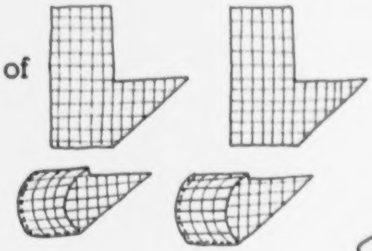




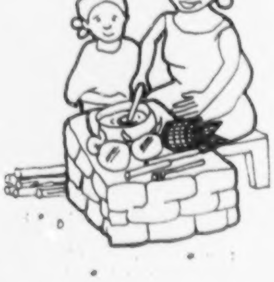
- If it is easier for the person to work while sitting, he or she can work at the table while sitting on a stool.



- Tell the person to wear gloves when holding hot pots so that he or she will not be burned. Or teach the person to use a thick cloth to hold the pots.

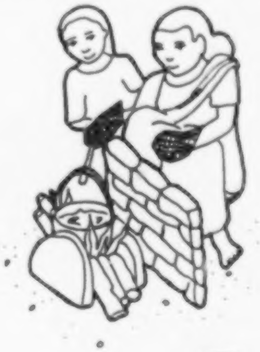


- Make two gloves like this from a piece of thick cloth.



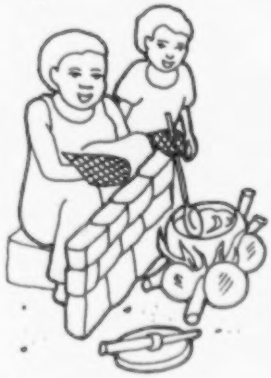
- Make the fireplace higher so that the person can cook while sitting on a stool. You can use bricks to raise the fireplace.

- If necessary, put a layer of bricks in front of the fireplace to protect the person from the fire.

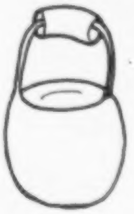


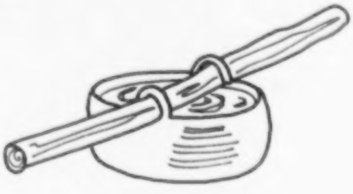
- The person needs to have spoons with long handles so that he or she does not have to reach too close to the fire.

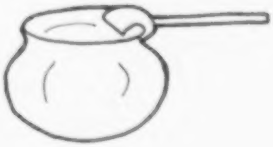
Fix long handles to the spoons that the person uses for cooking. You can also fix long handles to the lids of pots and pans.



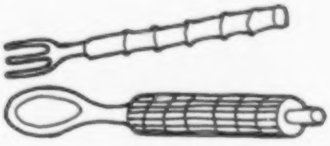
- Pots should have handles to make them easier for the person to lift. Wooden, cane, or bamboo handles will protect the hands from burns. So make sure that the pots and pans the person uses have wooden, cane, or bamboo handles.





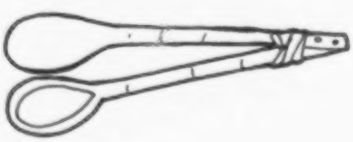


- Thick handles are easier for the person to hold. Cover handles with pieces of bamboo or cane to make them thicker.

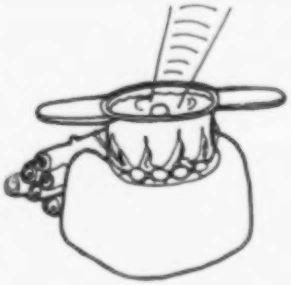


- The person can use tongs to pick up hot food.

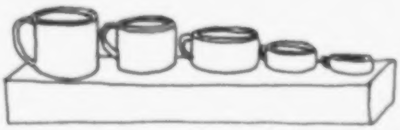
You can make tongs like this out of cane.



■ If the person cannot see when water in a pot is boiling, he or she will need to know this by listening. Find a small stone to put in the pot. The stone will move and make a sound when the water in the pot boils. Then the person will hear the stone moving and know that the water is boiling.



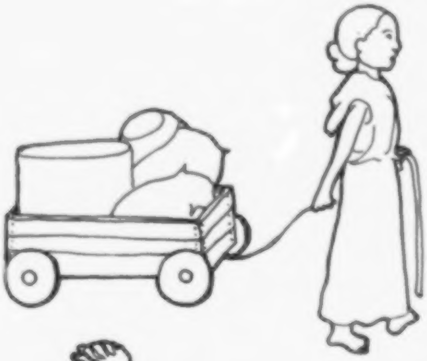
■ The person often needs to measure different kinds of food or liquids for cooking. You can teach the person to use containers of different sizes to measure food or liquids.



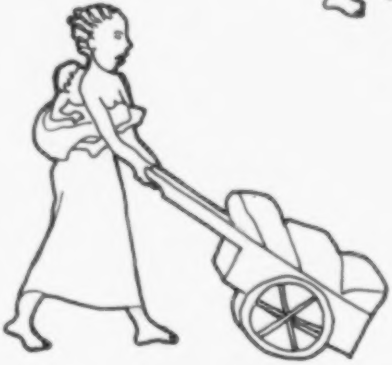
Going to and from the market

■ Make it easier for the person to carry things to and from the market.

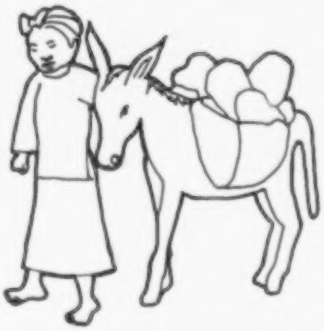
■ You can make a trolley for the person to use to carry things.



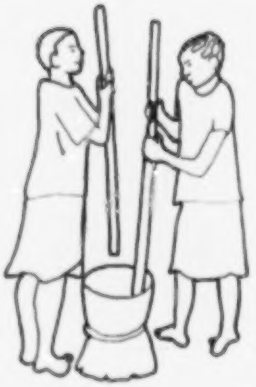
■ Or you can make a wheelbarrow for the person to use to carry things.



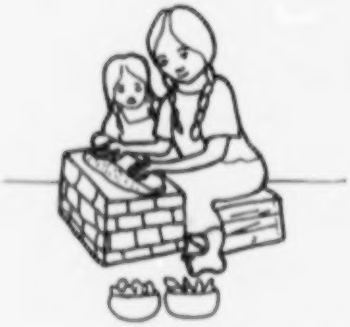
■ Or you can teach the person to use animals, such as donkeys, to carry things.



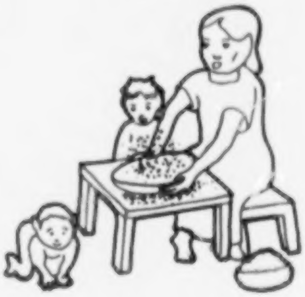
Pounding, grinding, and sifting grain



- This is one of the more difficult household activities. If the person you train cannot pound his or her own grain, the person should ask for help to do this.



- The person may have difficulty grinding grain while sitting on the ground. If so, raise the grinding stone by placing it on bricks. Then the person can grind while sitting on a stool.

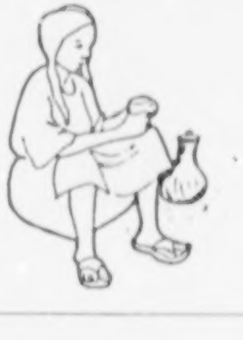


- You can teach the person to sift flour at a table, while sitting on a stool.

Fetching water

- Make sure that there is clean water for the person's daily use. Clean water helps prevent diseases.

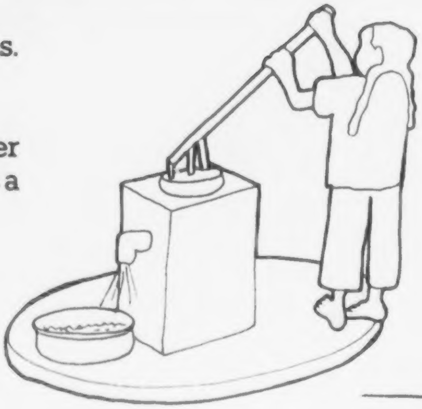
- If there is no source of clean water such as a well in your community, go to your community leaders for help.



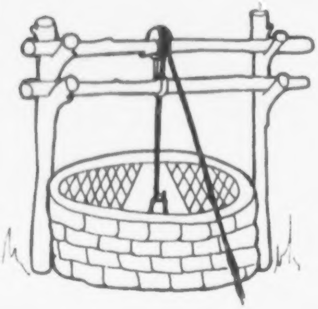
- Teach the person to boil water and then cool it for drinking. This also helps to prevent diseases.

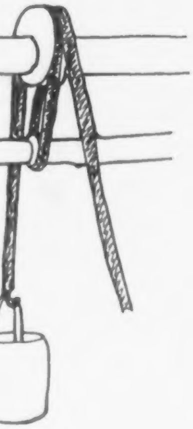
- Water pumps should have long handles. Then it is easier to pump the water.

If the person you train needs to pump water from a well, make sure that the pump has a long handle.



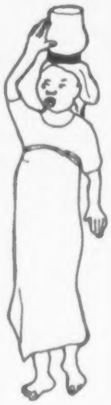
- The person may need to draw water from a well. If so, pass the rope over two pulleys, as shown in this picture, to make it easier to pull up the buckets of water.



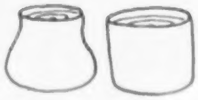


- The person should not lift or carry a pot of water if it is very heavy.

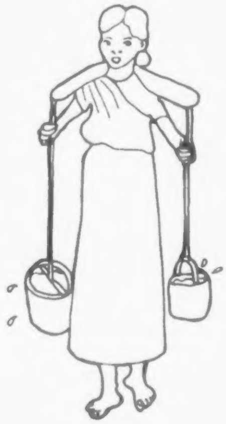
- Make sure that buckets or drums the person uses for carrying water are not heavy. They add to the weight of the water that the person has to carry.



- If the source of water is nearby, the person can carry small amounts of water and go to the source more often.



- Or you can use a pole to make a yoke to carry buckets of water. Fix two buckets of water to the yoke at the ends. The person wears the yoke on the shoulders. Then the weight is carried by the shoulders.



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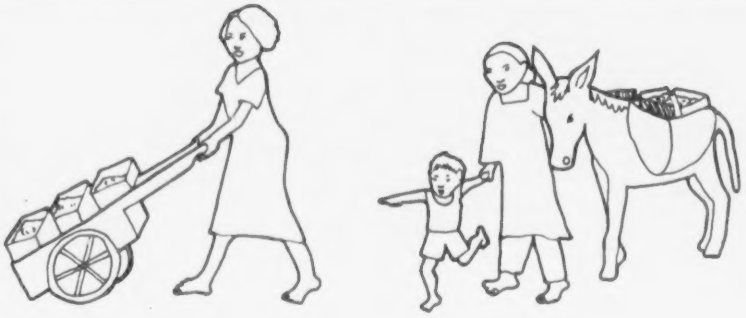
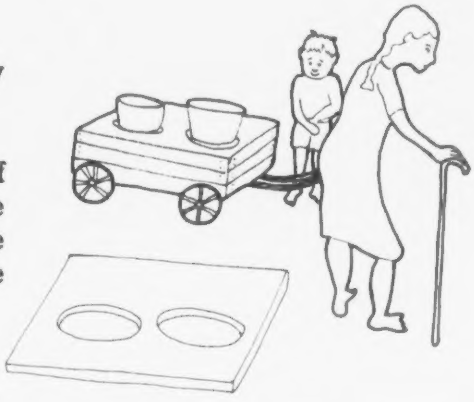
■ If the person must go a long way to fetch water, he or she can use a wheelbarrow or an animal to carry the water. He or she can use the same wheelbarrow or animal that is used to carry things from market.

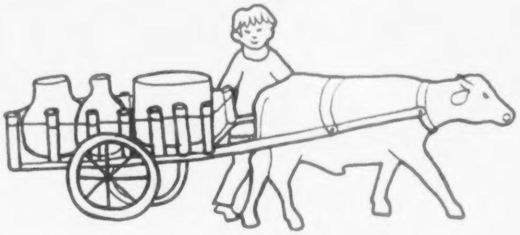


■ Or the person can use the trolley to carry water.

If the person uses a trolley make a piece of wood with holes cut in it to keep the buckets in place on the trolley. Put the piece of wood inside the trolley and place the buckets in the holes.

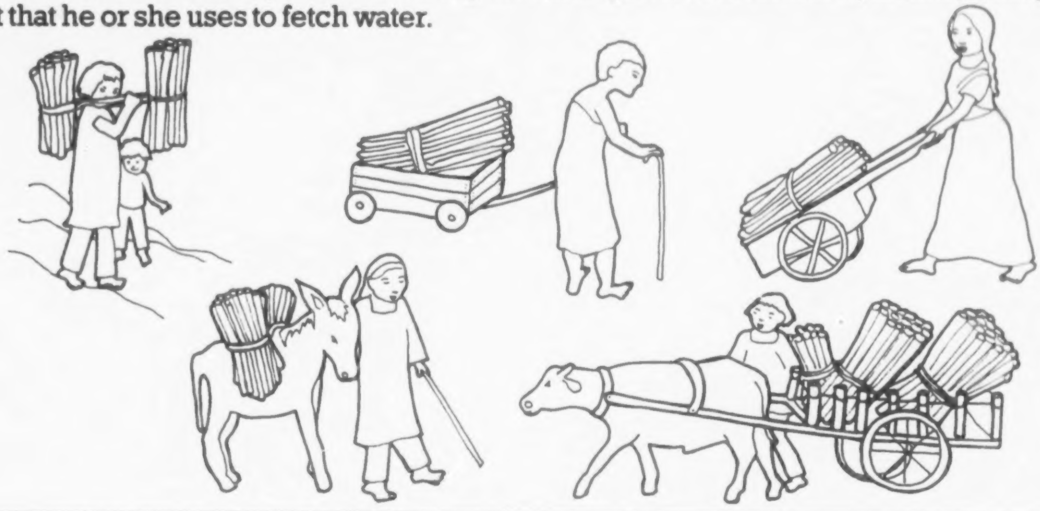


■ Or the person can use carts pulled by animals such as donkeys, horses, and bullocks to carry water.



Fetching firewood

Teach the person to carry firewood using the same yoke, wheelbarrow, animal, trolley, or cart that he or she uses to fetch water.



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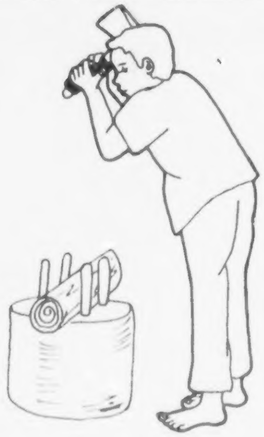
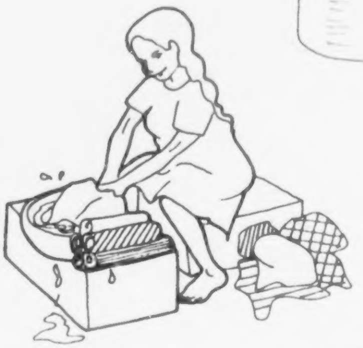
- Axes used for chopping wood should have long handles. Make the handles thicker with bamboo or cane so that they are easier to hold.

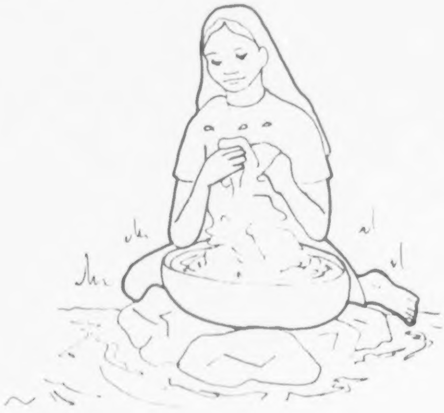
- Teach the person to place wood on a higher level for chopping. This way the person chopping wood will become less tired.



Washing clothes

- The person may not be able to sit on the ground to wash clothes. If so, teach the person to wash clothes on a table or large stone. Then the person can wash clothes sitting on a stool or standing up.



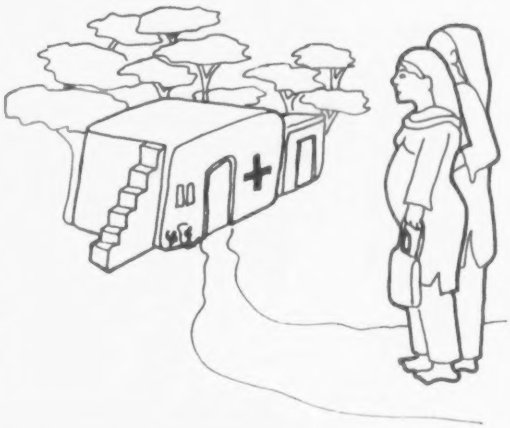


- If the person washes clothes at the river, teach the person to wash clothes on top of large stones.

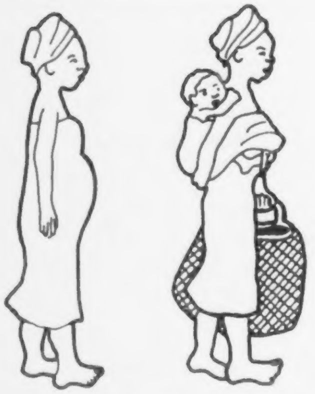
Taking care of children

- If you are training a woman who is going to have a baby, take her to see the health worker. The health worker can teach her how to take care of herself and to be ready when the baby comes.

The health worker will ask the woman to come to see her regularly. Make sure that the woman goes to the health worker on the days that the health worker has asked her to come.

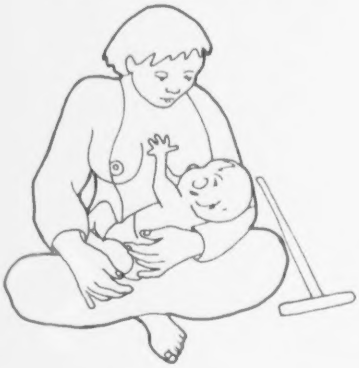


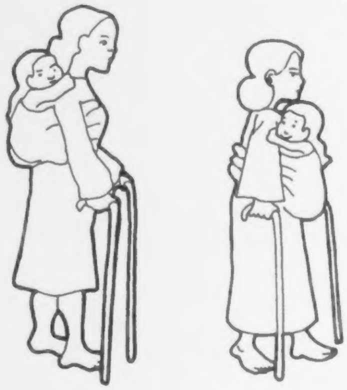
■ If a woman, who is going to have a baby, carries very heavy things, it could hurt her and the baby. Make sure that she does not carry other big children or heavy things during this time.



■ Mothers who are disabled should breast-feed their babies like other mothers.

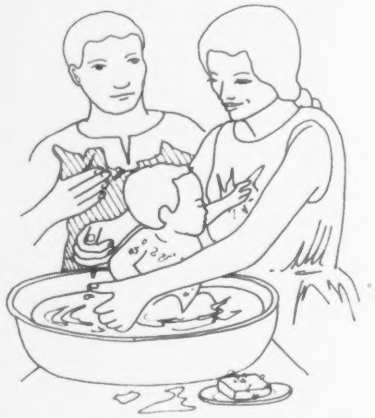
If the person you train is a woman who has a new baby, take her to the health worker. The health worker will teach her about breast-feeding and about taking care of the child. Make sure that the woman understands the health worker and learns to do the things that will help her and her baby.



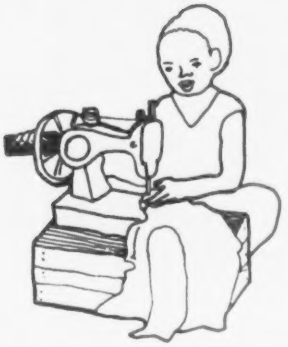


■ The person you train may be a mother who cannot carry her baby in her arms because of her disability. If so, show her how to carry the baby on her back. Or she can carry the baby in front if this is easier. The woman can wrap cloth around the baby and her body to hold the baby close to her.

■ Also make sure that other people in the family let the woman take care of her own child. But tell other family members that they should share this responsibility with the mother. They should play with the child and help the mother to take care of the child.

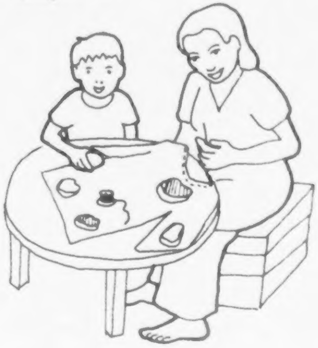


Sewing



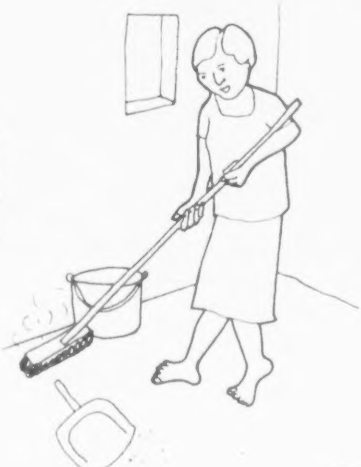
- Place the sewing machine where the person can use it most easily. For example, you can place it on the ground or on a table.

Make the handle of the machine thicker with cloth, pieces of cane, or bamboo. A thicker handle is easier for the person to hold.



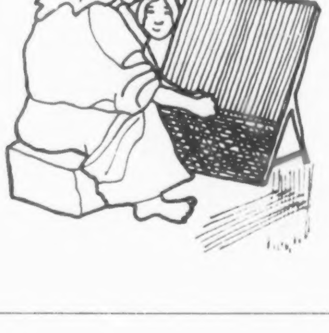
- Teach the person to use objects such as stones to keep in place the material that is being sewn. This will make it easier for the person to sew the material.

Cleaning the home and yard



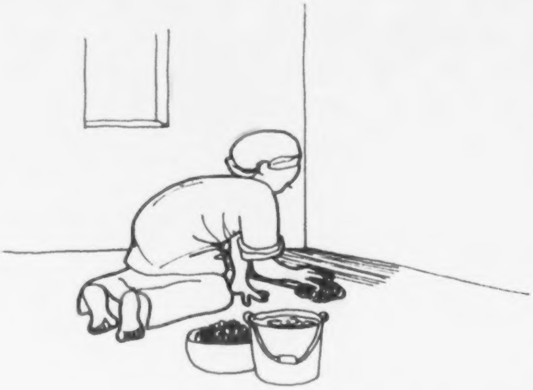
- It is better if brooms and brushes used to clean the home and yard have long handles. Then the person will not have to bend over when using them. He or she will then be less tired when cleaning.

Making repairs to the home



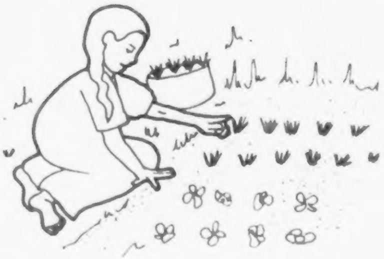
- If mats are used in the home for floors, walls, or roofs, teach the person how to weave these mats.

■ Teach the person to smear or paint the floors and walls of the home when necessary to keep them in good condition.

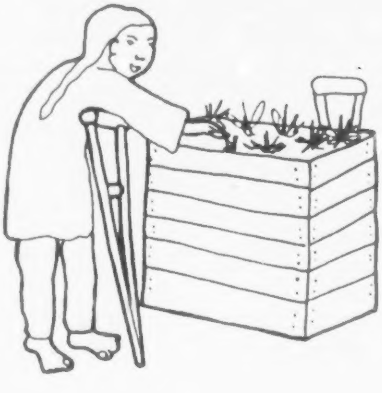


Growing vegetables

■ Teach the person to grow vegetables and fruits that can be used for family meals. Help him or her to plant vegetables and fruit that grow well in your area, such as soya beans, green leaves, peas, or papaya.



■ Vegetables do not always need to be planted on the ground. The person can plant vegetables in boxes or pots. Place the boxes or pots where the person can reach them most easily. You can place them on larger boxes or on bricks or stones.



Results

After you have used this package for some time, answer the questions.

Begin by crossing out the activities that the person does not need to do.

Watch the person you are training. Then, on the checklist, mark "Yes" if the person can do the activity. Mark "No" if the person cannot do the activity.

QUESTIONS	ANSWERS	
Activities	Yes	No
Cooks?		
Goes to and from market?		
Pounds, grinds, and sifts grain?		
Gets water?		
Gets firewood?		
Washes clothes?		
Takes care of children?		
Sews?		
Cleans the home and yard?		
Makes repairs to the home?		
Grows vegetables?		

Now answer the next question. If all your answers on the checklist are "Yes", put the date in the box beside "Yes, all."

If some of your questions are "Yes" and some are "No", put the date in the box beside "Some, but not all."

If all your answers are "No", put the date in the box beside "None."

Does household activities?	Yes, all	
	Some, but not all	
	None	

If your anwer is "Yes, all," you and the person have done well. The person is able to do each household activity that he or she needs to do. Then you no longer need this package.

If your answer is "Some, but not all" or "None", it may be because of one of the reasons listed. Go through the list to find a possible reason and see what you can do about it.

REASON	WHAT TO DO ABOUT IT
1. You do not let the person do all he or she can do.	Let the person try to do these activities with less help from you. Repeat the training until the person can do each activity. Then stop using the package.
2. The person does not try to do all the household activities that he or she needs to do.	Encourage the person to try to do more of the activities. Repeat the training until the person can do each activity. Then stop using the package.
3. You have not trained the person long enough.	Continue training the person. If you have no results in six months, ask your Local Supervisor for advice.
4. You have not followed the instructions correctly.	Read the package again. If you think that you have not understood the instructions, speak to your Local Supervisor. Then repeat the training until the person can do each activity.
5. The person cannot be trained to do the activity because of his or her disability.	The person will continue to need help to do the activities. Discuss with your Local Supervisor whether you should stop using this package.

If you continue to use this package, train the person for some time. Then answer the questions again to see if the person does more activities.

Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

TRAINING IN THE COMMUNITY FOR PEOPLE WITH DISABILITIES

30.

Training package for a family member of a person with a disability

Job placement

What Is This Package For?

The information in this package will help you to understand why a person who has a disability should do a job, and what kinds of jobs are available to such a person. The instructions will help you and the person to choose a job and to train for it.

World Health Organization
Geneva, 1989

World Health Organization 1989

30. Training package for a family member of a person with a disability

Job placement

What do we mean by a job?

- A job is work that a person does to be useful to himself or herself and to other people.

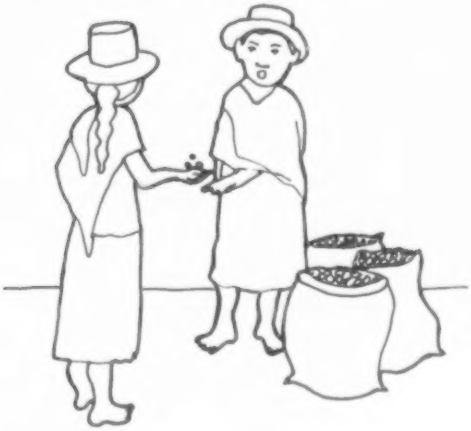
When a person works he or she gets payment for it. The person may be paid with money, food, clothing, or shelter.

A person can work at home or a person can work outside the home. The person can work alone or can work with the family to do a job together with them.

A person can work for a certain number of hours, or every day or night. The hours and days may always be the same. A person may work only a few days a week. He or she may work only a few months a year or all year long.

- A job can mean different things to different people. For example, one person may do poultry farming. His or her job is to care for the poultry, to collect the eggs, and to sell the eggs. Another person's job may be only to sell eggs collected by someone else.

Why a person with a disability should do a job



- Doing a job makes a person feel useful. A person who works feels that he or she is helping himself or herself, the family, and the community.

- A person who works can use the payment that he or she gets to take care of the family or to help the family.

- A person who works is important to his or her family. Both the family and the person need to know this.

A person with a disability who works like others in the community is helping the community. This makes the person important to his or her community. Both the community and the person need to know this.

■ A job also helps a person who has a disability to meet other people. This helps the person to learn more about life and to have interests outside the home.

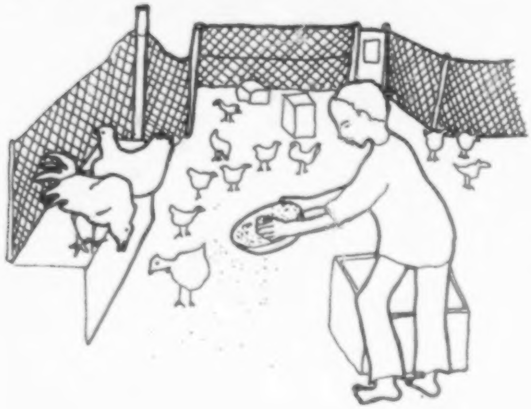
■ A job lets a person with a disability use his or her abilities. A job keeps the body and mind active and can help to develop them. With most people, being active helps to prevent a disability from getting worse.

■ The person you are training may have worked before. If so, you should find out if the person can return to the job he or she did before. If the person was employed before getting the disability, ask the employer if the person can return to the same job. If this is not possible, ask if the employer has another job.

■ If the person was not employed before, but worked at home or in the fields, let the person try to do the same job again.

■ If the person cannot get a job in this way, you may have to try to find a new job. Follow the advice in this package.

Jobs the person can do



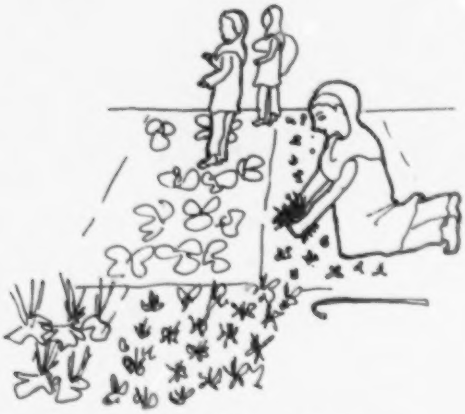
■ The family and community should encourage the person you train to be useful. The person should do a job that will meet his or her own needs as well as the needs of the family and community. For example, he or she can produce food, make or repair articles, such as clothes or tools, make handicrafts, or work in community services.

■ This Training Package gives you some examples of jobs that people with disabilities can do. People without disabilities also do these jobs. Read pages 3 – 11 to find out what the person you train may be able to do. Discuss these jobs with him or her.

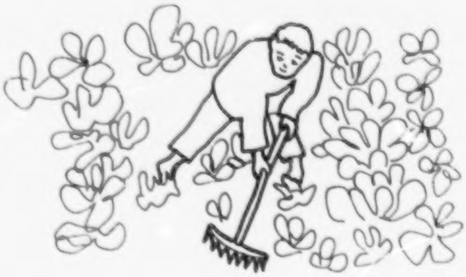
Producing food

■ Some of these jobs may be done in your community. Others may not.

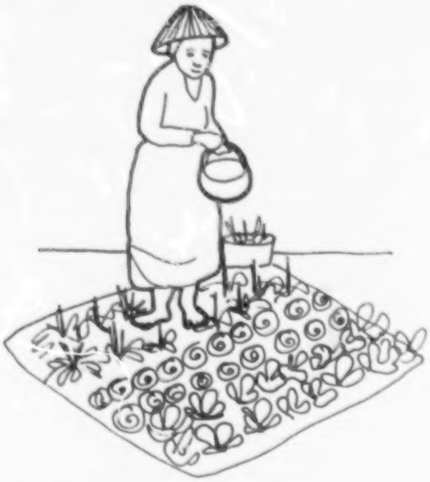
Some examples of jobs that people do to produce more food for the family and community are the following:



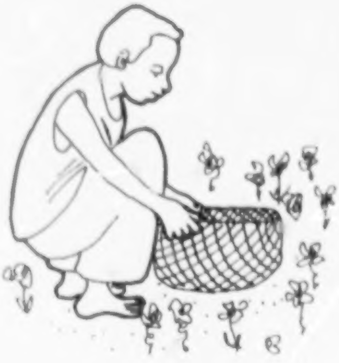
■ Growing vegetables and fruits.



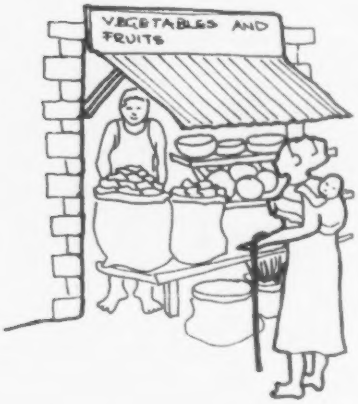
■ Looking after crops and pulling out weeds.



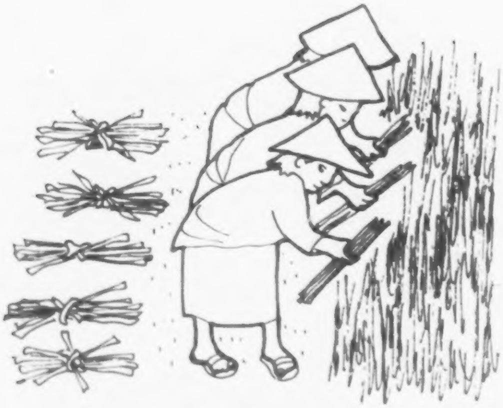
■ Watering plants.



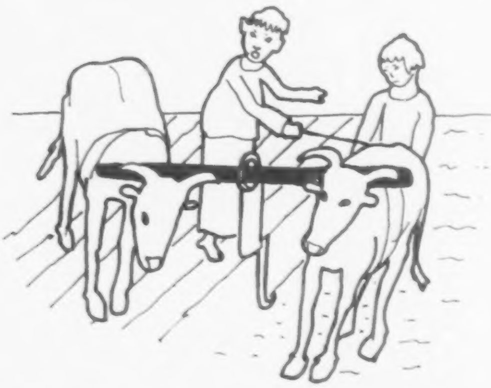
■ Picking vegetables and fruits.


VEGETABLES AND FRUITS

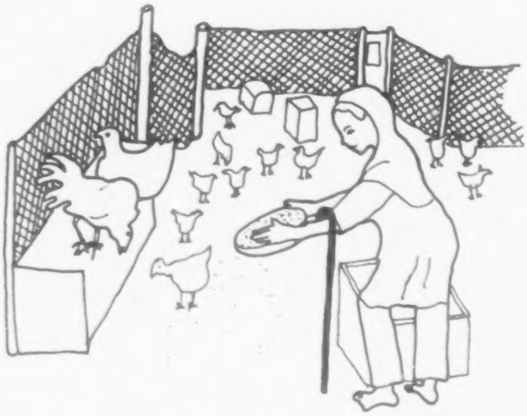
■ Selling vegetables and fruits.



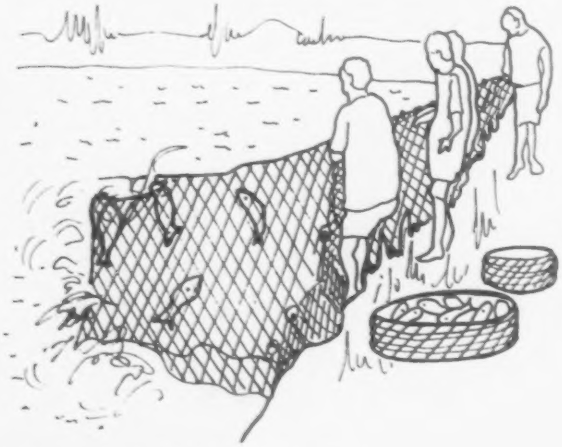
■ Cutting and bundling grass and straw.



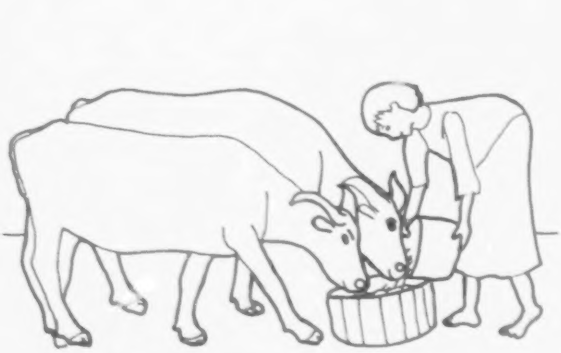
■ Ploughing fields and sowing seeds.



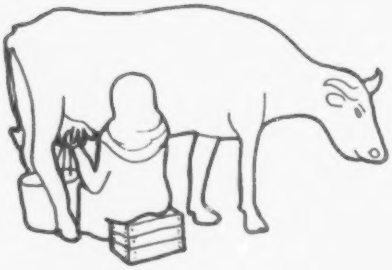
■ Poultry farming.



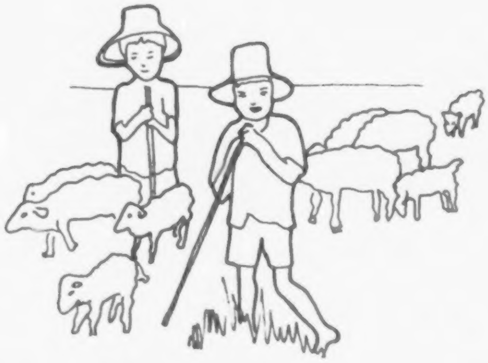
■ Fishing and fish farming.



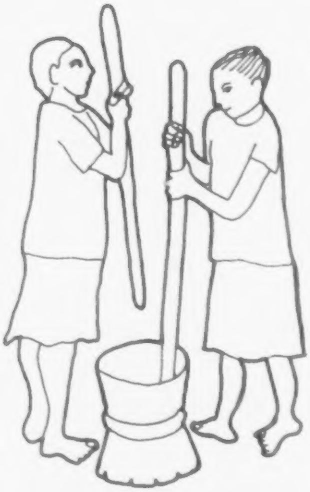
■ Feeding animals.



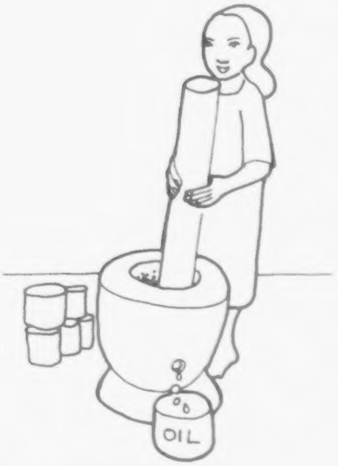
■ Milking cows.



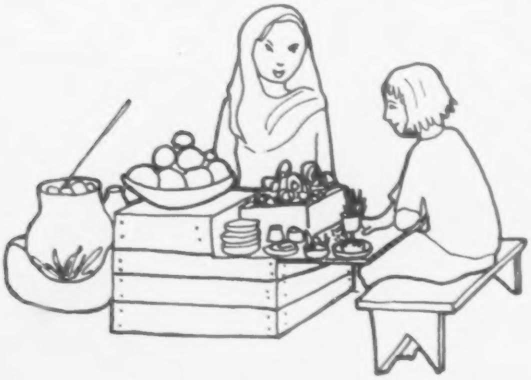
■ Looking after sheep.



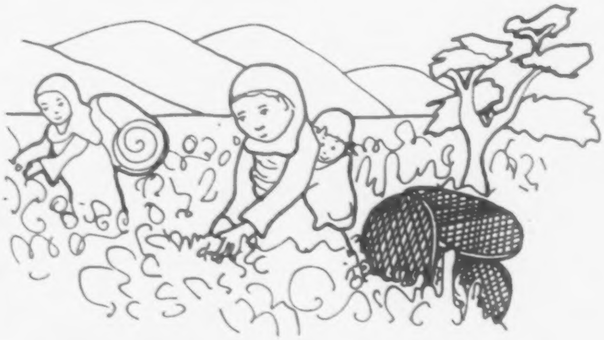
■ Pounding, grinding, and sifting grain.



■ Making oil for cooking.



■ Preparing and selling food and drinks.

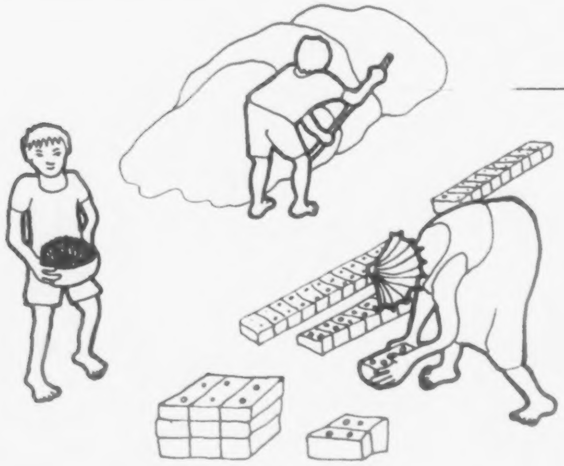


■ Working on tea, coffee, cocoa, or other plantations.

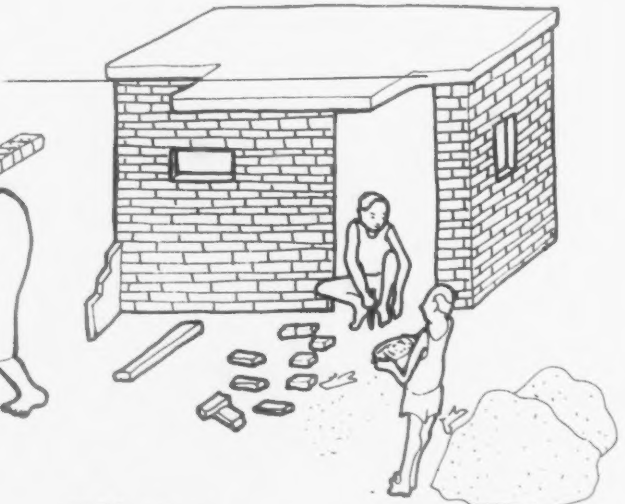
Making or repairing articles

■ Some of these jobs may be done in your community. Others may not.

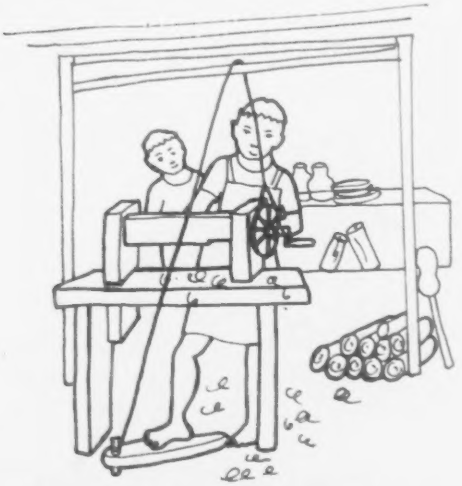
Some examples of jobs that people do to make or repair things that are useful to the community are the following:



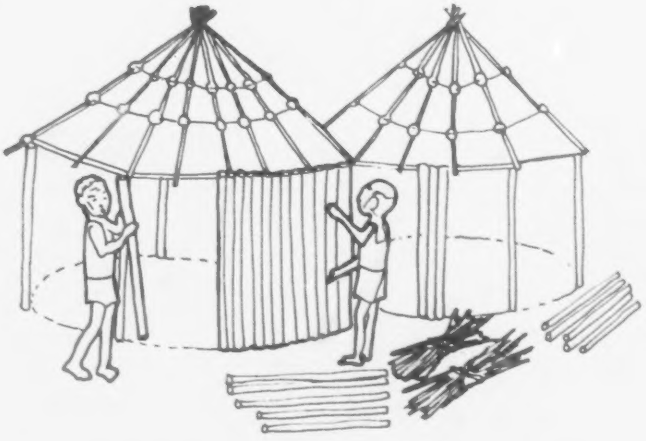
■ Making bricks.



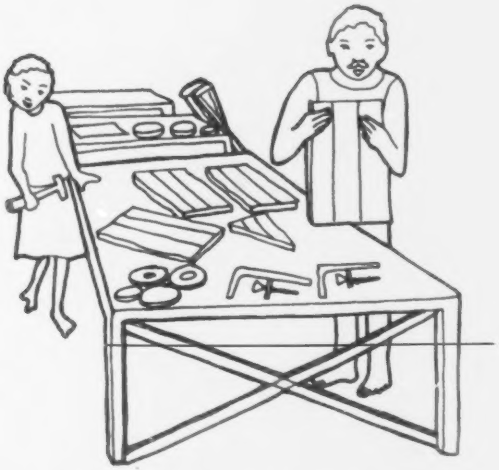
■ Masonry.



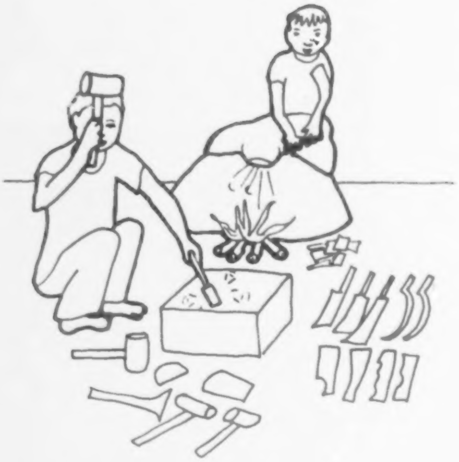
■ Making and repairing furniture and other wooden articles.



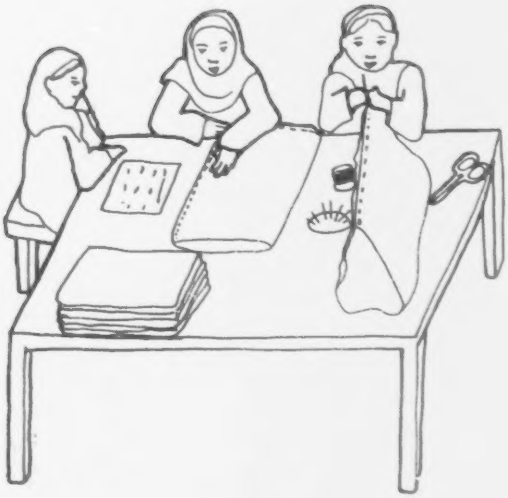
■ Building houses.



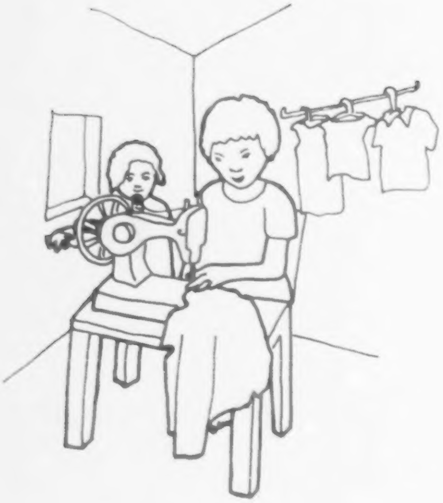
■ Making aids used by people with disabilities.



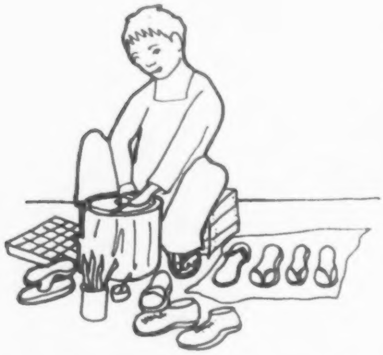
■ Metalwork.



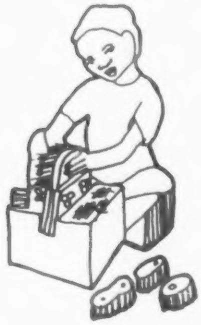
■ Stitching jute bags.



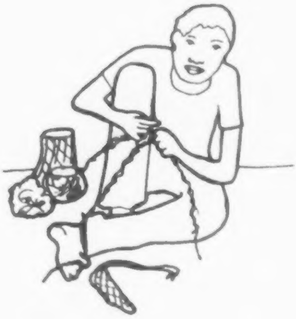
■ Tailoring.



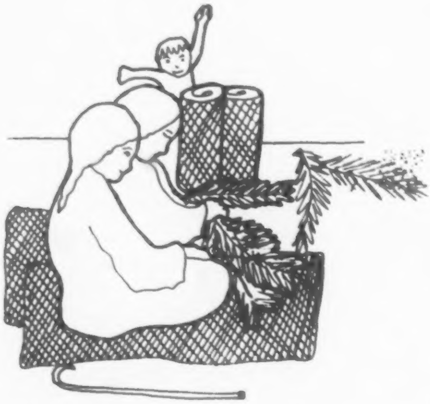
■ Making sandals and shoes.



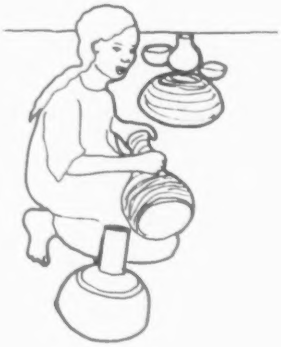
■ Making brooms.



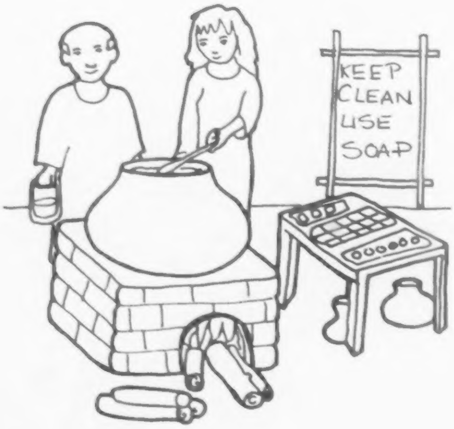
■ Making rope.



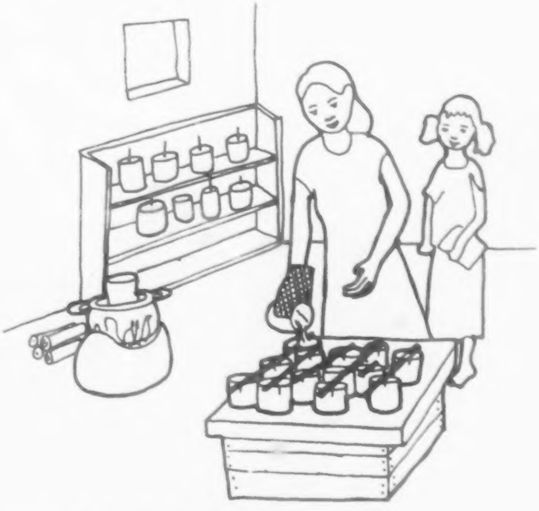
■ Weaving palm-leaf mats.



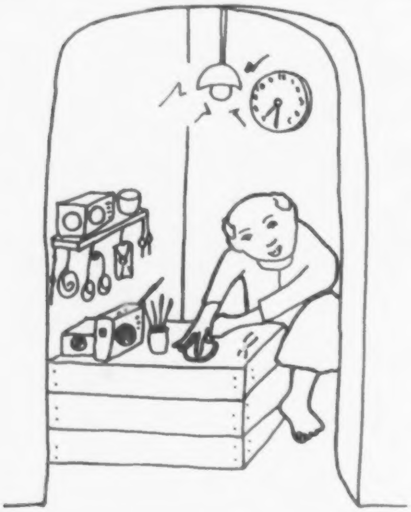
■ Making pottery.


KEEP
CLEAN
USE
SOAP

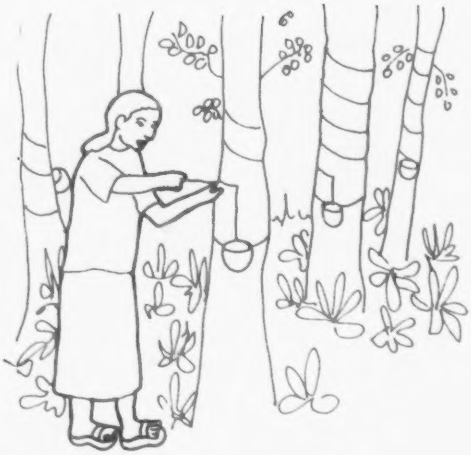
■ Making soap.



■ Making candles.



■ Repairing clocks and radios.



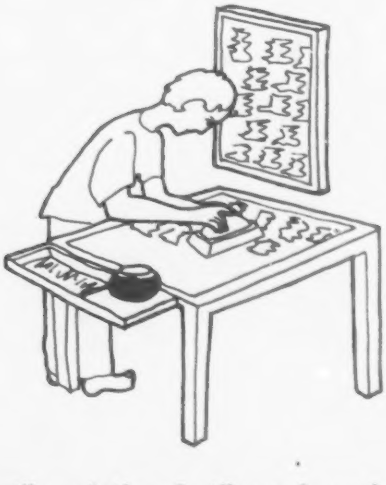
■ Tapping and making rubber.

Making handicrafts

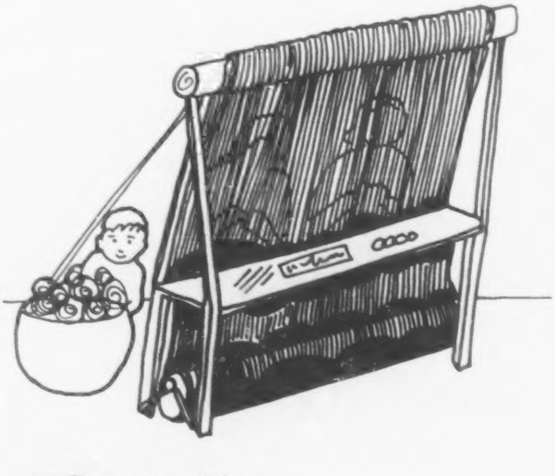
■ Different communities make different handicrafts from material that they find in their surroundings.

Some of these may be made in your community. Others may not.

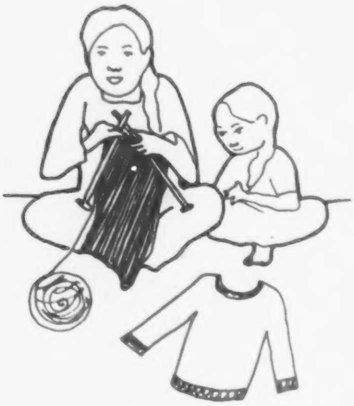
Some examples of handicrafts are the following:



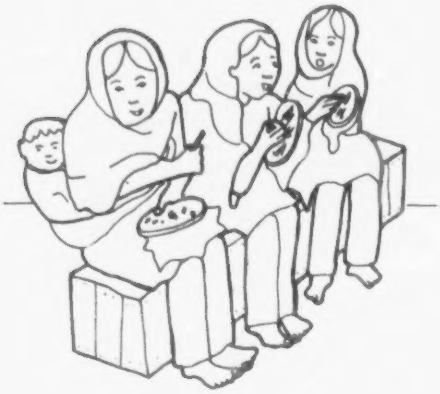
■ Textile printing, batik work, and dyeing.



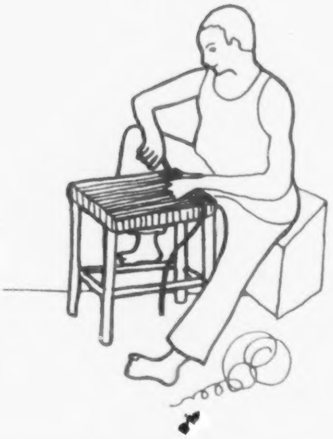
■ Carpet-making.



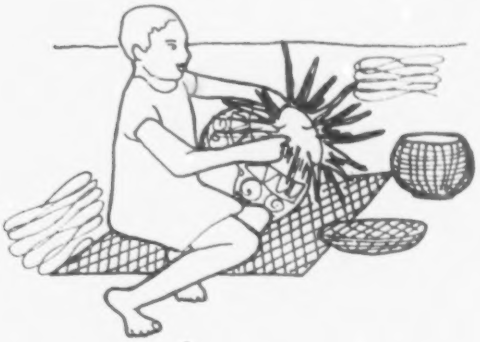
■ Knitting.



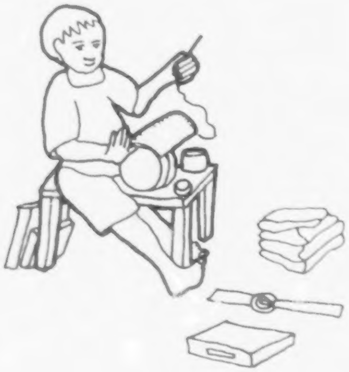
■ Embroidery.



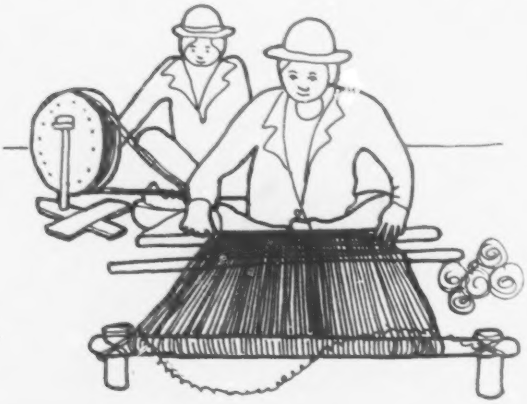
■ Making furniture and chair-weaving.



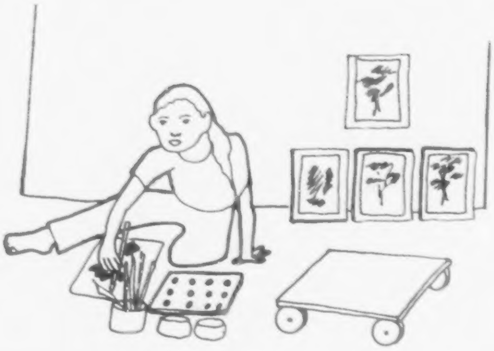
■ Basket-making.



■ Leatherwork.



■ Handloom weaving and spinning.



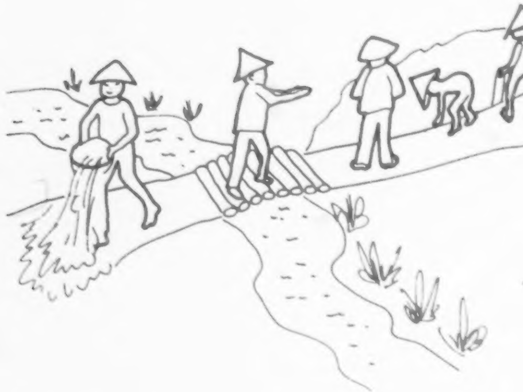
■ Local arts.

Working in community services

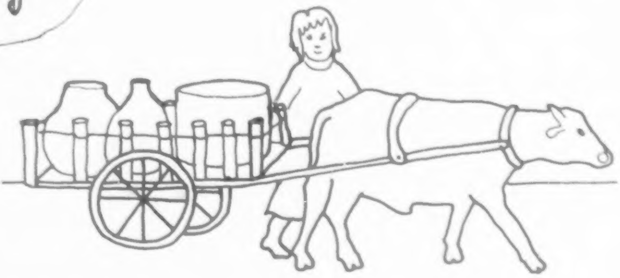
- Services for health care, education, and transportation should be available to your community.

Some of these jobs may be done in your community. Others may not.

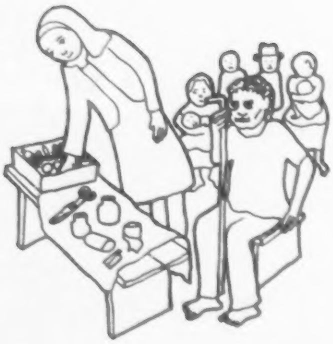
Some examples of jobs in these and other community services are the following:



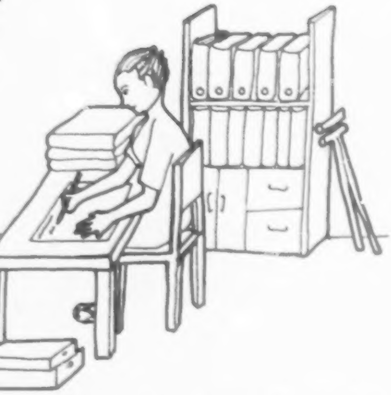
- Maintenance of roads and water supply.



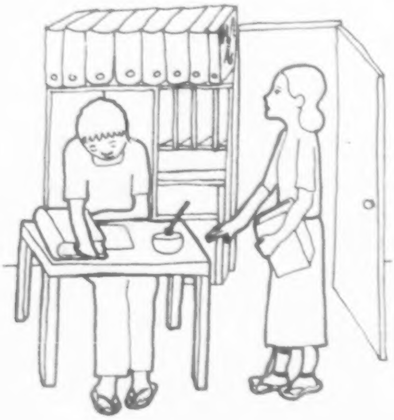
- Transportation of provisions and firewood.



- Health work.



- Keeping records and files.



- Office work, for example as a messenger in a co-operative store.

Choosing a job

■ Your Local Supervisor may have a list of jobs for people with disabilities. There are jobs that need to be done in your community. Ask your Local Supervisor for this list.

■ Read the list with the person you train and the family. Talk together about the jobs that the person may be able to do.

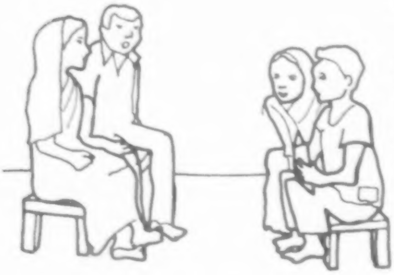
Ask your Local Supervisor for advice if you need it.

Ask the person to choose a job by discussing the following questions:

1. What activities can the person do well?

   One person may be good at making things by hand, for example, arts and handicrafts. Another person may be good at working in the fields. Help the person to choose a job that the person thinks he or she can do well.

2. What jobs would the person like to do?



Ask the person the following questions:

Does the person like to work alone or to work together with other people? Does the person find a certain job more interesting than another? Does the person not like certain jobs?

The person needs to enjoy working and to want to do a job. Then he or she will do it better.

3. What activities does the person need to do for the job that he or she has chosen?

4. Can the person learn how to do the job he or she likes to do?

   A job that is easy for one person may be difficult for another. The person's disability may make a job too difficult for him or her to learn.

5. Will the job bring the person enough money for himself or herself and a family?

6. Will the person need tools or raw materials to do the job? Find out if these are easy to get. Can the community help with money to buy tools or raw materials?

7. If the person wants to make things, can they be sold easily? If the person needs help to sell what he or she makes, how can the person find ways of selling them?

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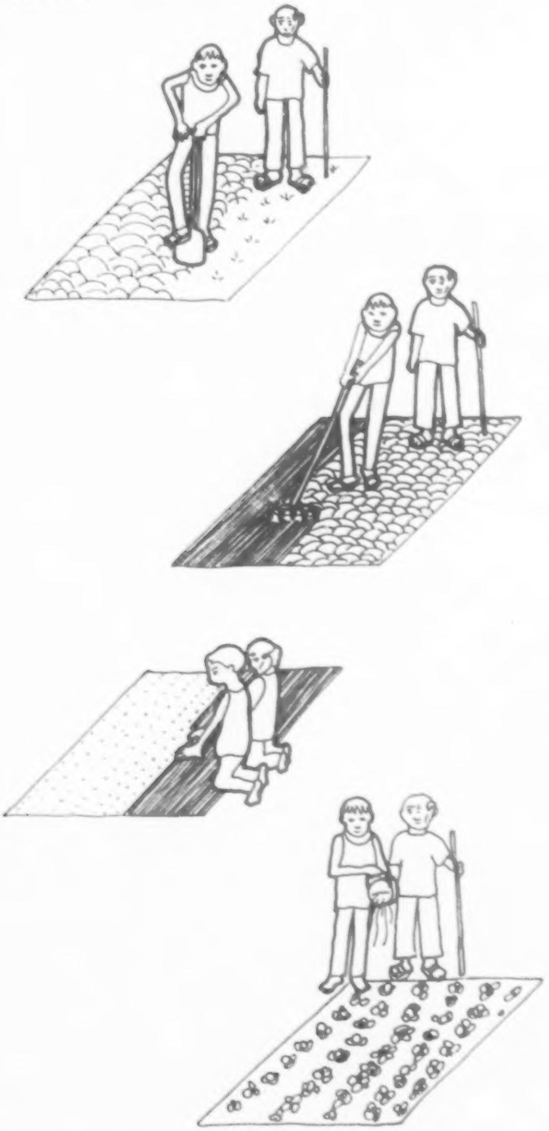
- Ask your Local Supervisor for help in the discussions if necessary.

- If you think that the person can learn to do the job, then give the person the chance to learn.

- If you think that the person cannot learn to do the job, help the person to choose another job. This job must be one that you and the family think the person will be able to learn to do.

Training for the job

- The person may need to learn how to do the job. If it is a job that you know how to do, you can teach the person. If not, another family member or a friend may be able to teach the person.



- If you, the family, or friends cannot teach the person, find another way for the person to have training.

- Community members can help train each other. For example, the person you train may want to learn how to keep a cow. Then he or she can be trained by a community member who has a cow. Community members with job experience can teach farming, the making or repairing of useful articles, or the making of handicrafts.

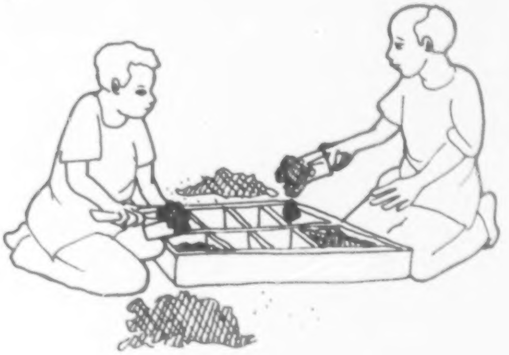
- If the person cannot have training from a community member, speak to your Local Supervisor or your Community Rehabilitation Committee about it.

- With their help, find out if your district council, local government, or voluntary organizations give job training. If so, help the person you train to apply for job training to one of these places and to get it.

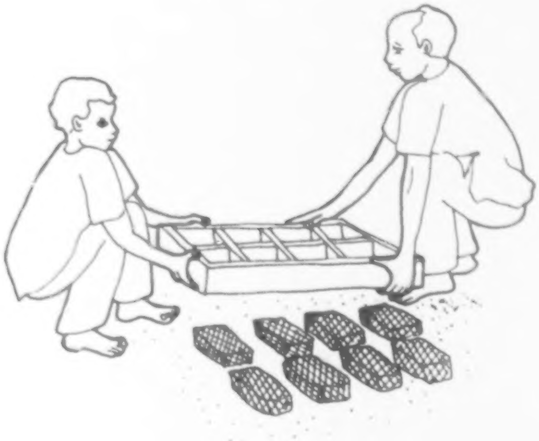
How to teach a person to do a job

- Some people have more difficulty than others learning a job. These people need more help during training and may need training for a longer time.

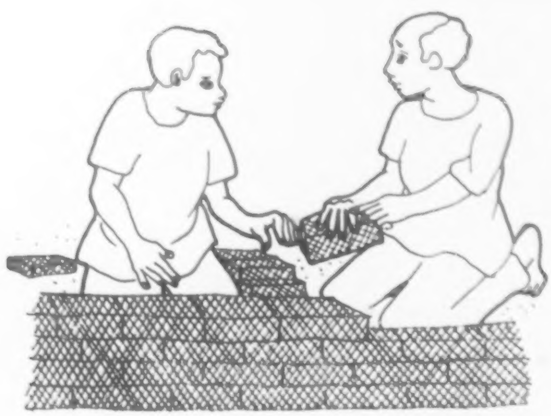
If the person you train takes longer to learn than others, teach him or her in the following way:



- First think about what the person must do on the job.
- Divide the job into steps. For example, the pictures here show some of the steps for the job of preparing and using bricks for building.



- Then teach the person how to do the job step by step.
- Teach the person the first step. Repeat this until the person can do the step.
- Then teach the next step.



- Continue in this way, teaching one step at a time, until the person can do the whole job.
- Each time that the person learns to do something new or has done something well, show that you are pleased. This will make him or her happy. With this encouragement, the person will want to learn more. The person will learn to do all the steps of the job.

Money for starting the job

- The person you train may need money to start working. The person may need money for training or for buying tools and raw materials.

- Arrange for the person to take a loan for starting the job. When the person begins to earn money from his or her work the person can pay back the loan.

- If you can do so, lend the person the money he or she needs. Or another family member may be able to help the person with the money.

- If you and the family cannot lend the person the money, find out how other community members get loans for starting jobs. Find out if the person you train can get a loan in the same way.

- If you still have difficulty getting a loan for the person, speak to your Local Supervisor or your Community Rehabilitation Committee about it. Ask for their help to get the person a loan to start work.

Results

After you have used this package for some time, answer the question.

Put the date in the top box if the person has a full-time job or has an income that is adequate for his or her needs. Put the date in the middle box if the person has part-time work or an income that is not adequate for his or her needs. Put the date in the bottom box if the person has no job and no income.

Has a job or has an income?	Full-time job or income adequate for his or her needs	☐
	Part-time or seasonal job or some income	☐
	No job and no income	☐

If your answer is "Full-time job or income adequate for his or her needs", you and the person have done well. You can stop using this package.

Your answer may show that the person does not have an income adequate for his or her needs, or has no income. If so, it may be because of one of the reasons listed. Go through the list to find a possible reason and see what you can do about it.

REASON	WHAT TO DO ABOUT IT
1. The person does not want to work.	Discuss with the person again how work could help him or her. If the person still does not want to work, you do not need this package.
2. There may be no jobs available for the person.	Speak to your community leaders about finding more jobs in your community. If the person still cannot find a job, ask the community to help support the person, if possible. Then you no longer need this package.
3. You have not followed the instructions correctly.	Read the package again. If you think that you have not understood the instructions, speak to your Local Supervisor. Then repeat the training until the person can do each activity.
4. The person cannot be trained to work because of his or her disability.	Ask the community to help support the person, if possible. Then you no longer need this package.

If you continue to use this package, work with the person for some time. Then answer the question again.

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Training packages

For family members of people who have difficulty seeing

1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving

4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving

8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet

17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour

19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits

21. Information about the disability and what you can do about it

For family members of people who have difficulty learning

22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General

25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement

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☐ Radiation medicine
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Many people with disabilities have been rehabilitated through their own efforts and the help of their families. To a large extent, training techniques, technical aids and appliances have been invented and improved by the people who needed them. Many developed and developing countries are encouraging the active participation of people with disabilities and their families in the rehabilitation process. This means that rehabilitation is accomplished at home and in the community. This approach promotes social integration of people with disabilities, the goal of rehabilitation.

This manual has been developed for use in community-based rehabilitation (CBR) programmes and is written primarily for people with disabilities and for members of their families. It describes how rehabilitation can be carried out at home and in the community. The manual provides disabled people and their families with knowledge about procedures for rehabilitation which in the past was often thought to be the exclusive preserve of professionals.

The manual also provides explanations and guidelines for the organization of rehabilitation activities in the community. The manual will help community workers in rehabilitation; community groups and leaders who take responsibility for the CBR programme and decide on its implementation; teachers in local schools who teach children with disabilities; people who provide jobs, income and opportunities for adults with disabilities; and those who are concerned about how people with disabilities can be socially integrated and enjoy the same rights as everyone else.

Price: Sw.fr. 80.–

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